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1937



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Contents

| | |
|--|----|
| Governing Body and Board | 4 |
| College Calendar | 5 |
| Administrative Officers | 6 |
| Faculty | 7 |
| Faculty Committees | 10 |
| Historical Development | 11 |
| Purposes of Taylor University | 12 |
| Objective—An Effective Christian College | 13 |
| Academic Standing | 14 |
| Location | 14 |
| Educational Equipment | 15 |
| Grounds and Buildings | 16 |
| General Information | 17 |
| Student Organizations | 17 |
| Publications | 18 |
| Standing Required for Contests | 18 |
| Intercollegiate Debating | 19 |
| Athletics | 19 |
| Regulations' | 19 |
| Expenses | 20 |
| Board | 20 |
| Rooms | 21 |
| Tuition and Fees | 21 |
| Settlement of Bills | 23 |
| Contests and Prizes | 24 |
| Scholarships | 25 |
| Administration | 25 |
| Admission | 25 |
| Advisers | 25 |
| Government | 26 |
| Personnel Service | 26 |
| Social Life | 27 |
| Study Hours and Lights | 27 |
| Class Absence | 28 |
| Changing Courses | 28 |
| Student Load | 28 |
| Hour Schedule | 28 |
| Grade System | 28 |
| Probation | 29 |

| | |
|--|-----|
| Irregular Work | 29 |
| Organization Form | 29 |
| Degrees | 30 |
| Graduation with Honors | 30 |
| College of Liberal Arts and Sciences | 31 |
| Admission to College of Liberal Arts | 32 |
| Entrance Requirements | 32 |
| Requirements for Graduation | 33 |
| Group Requirements | 33 |
| Major and Minor Requirements | 33 |
| Conditions of Graduation | 34 |
| Suggested Schedule | 33 |
| Organization of Departments and Courses of Study | 36 |
| Ancient Languages—Greek and Latin | 36 |
| Bible, Religious Education, Philosophy | 40 |
| Biology | 46 |
| Chemistry and Home Economics | 48 |
| Economics and Sociology | 51 |
| Education and Psychology | 55 |
| English and Speech | 66 |
| History and Political Science | 70 |
| Mathematics and Physics | 72 |
| Modern Languages — French and German | 75 |
| Physical Education | 77 |
| Pre-Professional Courses | 78 |
| Pre Medic Course | 78 |
| Pre Engineering Course | 79 |
| Pre Nursing Course | 80 |
| Alumni Directors | 82 |
| School of Music | 83 |
| Faculty | 84 |
| Equipment | 85 |
| Courses of Study | 85 |
| Courses of Instruction | 91 |
| Training Course for Evangelistic Singers | 93 |
| Musical Organizations | 93 |
| Expenses | 94 |
| School of Religion | 95 |
| Administration and Faculty | 96 |
| Some Interesting Facts | 97 |
| Courses and Credentials | 98 |
| Expenses | 99 |
| Departments of Study | 101 |
| Theological College Course | 105 |
| Bequests and Memorials | 107 |
| Student Roll | 108 |
| Summary | 111 |
| Enrollment by States | 111 |
| Wills and Memorials | 112 |

The William Taylor Foundation

Rev. L. G. Jacobs, D. D., President
 Grover Van Duyn, Vice-President
 Forrest C. Miller, Secretary
 Rev. True S. Haddock, Treasurer
 Rev. John Ward Rose, Endowment Treasurer

BOARD OF DIRECTORS

Term Expires 1937

John C. Bontrager Elkhart, Ind.
 Rev. True S. Haddock Dunkirk, Ind.
 Forrest C. Miller Upland, Ind.
 Rev. A. W. Pugh, D.D. Richmond, Ind.
 Rev. Harold Paul Sloan, D.D., LL.D. New York, N. Y.

Term Expires 1938

Rev. W. H. Bransford, D.D. Anderson, Ind.
 W. H. Polhemus Daleville, Ind.
 Rev. John Ward Rose Tipton, Ind.
 Rev. Robert Lee Stuart, D.D. Upland, Ind.

Term Expires 1939

Rev. B. M. Bechdolt, D.D. Muncie, Ind.
 Rev. L. G. Jacobs, D.D. Goshen, Ind.
 *Mrs. Ella G. Magee Bloomsburg, Pa.
 Grover Van Duyn Indianapolis, Ind.

COMMITTEES OF THE BOARD

Executive—L. G. Jacobs, True S. Haddock, Forrest C. Miller,
 R. L. Stuart, Grover Van Duyn.
 Finance—Forrest C. Miller, True S. Haddock, A. W. Pugh.
 Faculty—Grover Van Duyn, B. M. Bechdolt, John Ward Rose.
 Buildings and Grounds—L. G. Jacobs, W. H. Bransford, W. H.
 Polhemus.

*Deceased.

College Calendar

1937-1938

First Semester

September 13, Monday, 7 P. M. Faculty Meeting
September 14, Tuesday Freshman Day
September 15, 16, Wednesday and Thursday Registration
November 8-12, Monday to Friday Mid-Semester Tests
November 25, 26, Thursday and Friday ... Thanksgiving Recess
December 22, Wednesday, 4 P. M. ... Christmas Vacation begins
January 6, Thursday, 7:45 A. M. Class Work resumed
January 27-February 1 Final Examinations

Second Semester

February 2, Wednesday Registration
March 28-April 1, Monday to Friday Mid-Semester Tests
April 14, Thursday, 4 P. M. Easter Recess begins
April 19, Tuesday, 7:45 A. M. Class Work resumed
May 2, Monday Bishop Taylor's Birthday
May 31-June 3 Final Examinations
June 5, Sunday Baccalaureate Sunday
June 6, Monday Annual Meeting of Trustees
June 6, Monday Alumni Reunion
June 7, Tuesday Commencement

Administrative Officers

| | | | | |
|----------------------|---|---|---|----------------------------|
| Robert Lee Stuart | - | - | - | President |
| Burt W. Ayres | - | - | - | Vice-President |
| J. Arthur Howard | - | - | | Dean of College |
| George Evans | - | - | - | Registrar |
| Theodora Bothwell | - | | | Director of Music School |
| J. A. Huffman | - | - | | Dean of School of Religion |
| George Fenstermacher | - | - | | Dean of Men |
| Ethel Foust | - | - | - | Dean of Women |
| Guy Duckwall | - | - | - | Office Manager |
| Irma Dare | - | - | - | Dietitian |
| Ivel Guiler | - | - | - | Librarian |

Faculty

COLLEGE OF LIBERAL ARTS AND SCIENCES

ROBERT LEE STUART, D.D.

President

Taylor University, Ph.B., D.D.

(1931)*

GERALDINE ALLBRITTEN, A.M.

Assistant Professor of English and Assistant Director
of Physical Education

Southwestern College, A. B., University of Kansas, A. M.

(1934)

BURT W. AYRES, A.M., Ph.D., LL.D.

Vice-President and Associate Professor of Philosophy

Taylor University, B.S.; A.M.; Ph.D.; LL.D.

(1897-1906) (1910)

WILLIAM HERSCHEL BARNARD, A.M., Ed.D.

Professor of Education

University of Alabama, B.S. in Education; Teachers College, Columbia University, A.M.; Indiana University, Ed.D.

(1935)

ELISABETH C. BENTLEY, A.M., Ph.D.

Professor of English

Missouri Wesleyan College, A.B.; Boston University, A.M., English; Columbia University, Teachers College, A.M., Education; Cornell University, Ph.D., English.

(1935)

JAMES CHARBONNIER, A.M., B.D.

Professor of Bible, Theology and Greek

Geneva University College, A.B.; Yale University, A.M.; Drew Theological Seminary, B.D.; Graduate student Geneva University, Doctorate in Belles-Lettres, In pectore.

(1934)

IRMA DARE, A.M.

Assistant Professor of Home Economics

Taylor University, A.B.; Columbia University, A.M.

(1925)

*The year of appointment is given after each name.

WILBUR COOKMAN DENNIS, A.M.

Assistant Professor of Speech.

(1934)

Ohio Wesleyan University, A.B.; Taylor University, A.M. Graduate student, Northwestern University, five terms, Ohio Wesleyan University, two years. (Not all work beyond A.M.)

OLIVE MAY DRAPER, A.M.

Professor of Mathematics and Physics.

(1914)

Taylor University, A.B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931; Indiana University, summer 1935.

GEORGE EVANS, A.M., D.D.

Registrar and Professor of Latin

(1920)

Lawrence College, A.B., A.M., D.D. Graduate student, Johns Hopkins University, 1904-1906, 1912-1913; University of Chicago, summer 1911.

G. HARLOWE EVANS, M.S., Ph.D.

Professor of Chemistry

(1933)

University of Michigan, B.S. in Chemistry; University of Michigan, M.S. in Chemistry; State University of Iowa, summers 1928, 1929, 1930. Graduate work in Mathematics and Physics; University of Michigan, Ph.D.

GEORGE FENSTERMACHER, A.M.

Dean of Men and Professor of German

(1922)

Taylor University, A.B.; University of Chicago, A.M.

ETHEL LENORE FOUST, A.M., M.R.E.

Dean of Women and Assistant Professor of Bible and Religious Education.

(1934)

Wheaton College, A.B.; Columbia University, Teachers College, A.M.; Biblical Seminary, M.R.E.

SUSAN B. GIBSON, A.M.

Associate Professor of French

(1927)

Albion College, A.B.; University of Michigan, A.M. Graduate student, Columbia University, summer 1918; University of California, summer 1923; University of Wisconsin, summer

1924; Pennsylvania State College, summer 1926;
University of Grenoble, France, summer 1928;
University of Michigan, summer 1931.

IVEL, GUILER, A.B.

Librarian

(1924)

Taylor University, A.B. One year of Library
Science at the University of Michigan and
Columbia University. One summer toward M.A.
in Library Science at the University of Michigan.

ARTHUR W. HOWARD, A.B.Director of Physical Education and Instructor in
Economics

(1936)

Taylor University, A.B.; Ball State Teachers
College, Major in Physical Education.

J. ARTHUR HOWARD, A.M.

Dean and Professor of Sociology

(1926)

Occidental College, A.B.; University of Wis-
consin, A.M.; Graduate student, University of
Wisconsin, summer 1926; State University of
Iowa, summers 1927, 1928, 1929 and 1930.

JASPER A. HUFFMAN, B.D., D.D.Dean of School of Religion and Professor of Biblical
Literature and Exegesis

(1936)

Bluffton College, A.B.; McCormick Theological
Seminary, B.D.; Taylor University, D.D.

GEORGE T. OBORN, A.M., Ph.D.

Professor of History

(1933)

DePauw University, A.B.; Boston University,
S.T.B., A.M.; University of Chicago, Ph.D.

WILLIAM J. TINKLE, A.M., Ph.D.

Professor of Biology

(1933)

Manchester College, A.B.; Bethany Biblical Sem-
inary, 1919-1920; University of Wisconsin,
Stone Laboratory; Ohio State University, A.M.,
Ph.D.

MAUDE BARNARD, B.S.

Supply Instructor, Elementary Teacher Training.

University of Alabama, B.S. in Education; Uni-
versity of Alabama, two terms special work in
teacher training.

E. C. TAYLOR, B.S., M.D.

Lecturer, in Hygiene and Health

Indiana University, B.S.; Indiana University,
School of Medicine, M.D.

Faculty Committees

(First named is chairman of Committee)

Athletics—A. W. Howard, Allbritten, Oborn.

Commencement Program—President Stuart, Dean Howard, Bothwell.

Credits—The Dean, The Vice-President, Registrar, Oborn, Tinkle, Barnard, Huffman.

Honorary Degrees—Ayres, Tinkle, Fenstermacher.

Intercollegiate Debating—Dennis, Allbritten, Foust.

Library—Guiler, Gibson, Bentley.

Lyceum—Bothwell, Charbonnier, Howard.

Museum—Tinkle, Oborn, H. Evans.

Registration—The Dean, Registrar, Ayres for Seniors, Tinkle for Juniors, Draper for Sophomores, Fenstermacher, Oborn, Allbritten for Freshmen, Barnard for students in teacher training and Huffman for theological students.

Scholarships—Ayres, Draper, G. Evans.

Social Activities—Oborn, Dare, Allbritten.

Student Finance—Duckwall, Tinkle, Ayres.

Student Organizations and Publications—Fenstermacher, Dennis, H. Evans.

Vespers—Kreiner, Guiler, Dewolfe.

Historical Development

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, by the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same place and became the Fort Wayne College, a co-educational school. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church and its name was changed to Taylor University. It was named for the missionary bishop, William Taylor, called in Hurst's history, the modern St. Paul.

On July 31, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, LL.D., was President at the time the location was changed from Fort Wayne to Upland. In its new location it began with a campus of ten acres of land and \$10,000.00 donated by the citizens of Upland. The energy, consecration and self-sacrifice of President Reade and his helpers built up the institution from these small beginnings. The rates were made extremely low that a college education might be placed within the reach of the common people.

After personal visitation and examination into the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its output of Christian manhood and womanhood heartily endorse his statement that "this work is of God." There is a sacred memory in connection with the fact that Bishop Taylor helped to lay the corner stone of the present administration building.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn conveyed it to The Legal Hundred of Taylor University. Later The William Taylor Foundation was organized and to this body passed the control of Taylor University.

It is felt that this Foundation is very fittingly named, since Taylor University still holds to the same traditional policies of world evangelism, and the spreading of Scriptural Holiness which were dear to the heart of Bishop William Taylor.

The William Taylor Foundation is a regularly incorporated body according to the state laws of Indiana; and is made up of a Board of Directors of fifteen persons. Section two of the Articles of Association says the directors of the Foundation shall be chosen as follows:

"Three (one each year) by the members of The William Taylor Foundation at its annual meeting.

Three (one each year) by the Alumni Association of Taylor University at its annual meeting.

Three (one each year) by the North Indiana Annual Conference of the Methodist Episcopal Church. These may be ministers or laymen.

The President of Taylor University shall be *ex officio* a member of the Board.

The five remaining members shall be elected by the ten members as above constituted; the election shall be by ballot and a majority vote is required for election.

The members of the Board of Directors of The William Taylor Foundation shall be persons of high and recognized Christian character; and shall be members of some protestant evangelical church; and in sympathy with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's missionary and evangelistic policies, and its attitude to the Holy Scriptures as the Word of God.

You can readily see the thought of this body is the perpetuating of an institution that will be interdenominational. The Board has desired from the beginning to have Taylor University definitely strengthen the work of the evangelical churches and to send the young people back into their church groups to be loyal to the Christ of these churches.

The educational work in the college is intrusted to an administrative group elected by the Board of Directors. This group has to do with the carrying out of the details of the educational task of Taylor University. It is composed of the President of the college, the Vice-President, Dean, Head of the Department of Education, and Business Manager.

PURPOSES OF TAYLOR UNIVERSITY

In order that the friends of an effective Christian college may see something of the background of this institution, you will find below Article IV of the Articles of Association of The William Taylor Foundation:

"For the purpose of more explicitly setting forth the meaning of Christian Education as used by the framers of this charter and the methods and policies by which the proposed results are to be achieved, through Taylor University, or any affiliated educational institution under the control of this Foundation, the following statement of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity as set forth in the common Christian creeds are accepted.

The Bible is recognized as the Word of God showing God's progressive revelation of His own thought and will to man.

The integrity of the Holy Scriptures and the personal

identity of the Holy Spirit in the work of glorifying Christ are not questioned.

The subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the Eternal Son, and made effective to the human soul by God the Eternal Spirit.

The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere."

A part of Article V:

"The school, Taylor University, shall be interdenominational in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, shall be (admitted to the student body). Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to us from many states and foreign countries. These world-wide influences in the midst of a splendid intellectual life give the students who come to Taylor University a distinct advantage.

The task intrusted to the faculty of Taylor University is to build Christian character in the youth who enter her halls. The emphasis is made daily upon the ethical and spiritual in education. It is felt that this character must be built upon the enduring foundation of the Gospel of our Lord and Saviour Jesus Christ.

The doors are open to Christian youth who desire a standard college education in the midst of an ideal spiritual atmosphere. Students are taught to think and to face the facts of life, but always to feel that they have an anchor that is sure and steadfast through the great Divine redemption wrought out by Jesus Christ.

OBJECTIVE—AN EFFECTIVE CHRISTIAN COLLEGE

Education and religion are God's surpassing gifts to the youth today. Everything that education has to offer is welcomed and used in the reaching of the objective, but always with the thought that it must be controlled and directed by the Spirit of Christ.

Education and religion must not be divorced. While all of this vast field of education which is so rich in its offerings is used, in order for it to be effective it must be presented by highly trained men and women who are definitely Christian themselves and who help to create a sane, Christian atmosphere. Such influences are brought to the student life that whether ministerial or lay they are made to feel themselves a part of the great on-going Christian educational movement which they will later be called to lead.

ACADEMIC STANDING

Taylor University is a standard College of Liberal Arts. It has been given this rating by the State Board of Education and appears listed among other standard colleges of the state in Bulletin No. 16 of the United States Department of the Interior.

Taylor University students enter the great universities of America and receive full credit for standard liberal arts work.

LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is twelve miles east of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are one mile south of the railroad station on Indiana state routes 22 and 221. The main campus lies in the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City, seven miles east, by interurban from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines will intersect the Pennsylvania line through Upland at Union City, Indiana. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City on the traction line.

Educational Equipment

The Mooney Library is housed on the main floor of the Administration building. It contains 13,700 bound volumes and a large number of pamphlets. The reading rooms are well lighted and have a capacity for seating one hundred persons. The library is open during the day and evening of each week day, except Friday evening.

A good selection of current periodicals, including several technical journals are available in the reading room. The adjoining room and hallway are used for book stacks and the reserve section. All books are accessible to the faculty and students, and are classified according to the Dewey Decimal system and cataloged by author, subject and title.

The Clippinger Observatory is located on the south side of the campus. It is named in honor of Dr. Charles L. Clippinger, former dean of the college. The telescope is a ten and one-half inch reflector, equatorially mounted.

The Science Lecture Room has forty tablet-arm opera chairs, a lecture desk, and a large combination projection lantern. The desk is fitted with gas, water, steam, compressed air, and both direct and alternating currents of electricity. The direct current is supplied from a four and one-half K. W. motor-generator set.

The Physics Laboratory is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating currents of electricity.

The Chemical Laboratories, occupying the north half of the ground floor of Maria Wright building, equipped with ventilating fans, are fashioned to meet latest standard requirements.

The Biological Laboratories are equipped with dissection tables, instruments, standard compound microscopes with table lamps for same, lenses, microtome, electric oven, aquaria, preservation tanks, herbarium, manikin, human skeletons, life-size model of human body and twelve others, life history demonstrations, balances, and various nets.

The Walker Museum is located in a large room on the first floor of Sickler Hall and is one of the points of interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several others; and the bones of the famous mastodon discovered near Taylor in 1928. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa. The college would welcome similar gifts from others.

The Athletic Field is located just west of the gymnasium. It is equipped with volleyball, horseshoe and tennis courts, baseball diamond and track.

Grounds and Buildings

The grounds of Taylor University now total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. Added to this is a number of city lots north of the campus, some of which are improved with cottages or bungalows, used by professors or rented to patrons. "University Place" is a pleasant residential section.

H. Maria Wright Hall is the main building and is located near the center of the campus. It contains administrative offices, recitation rooms, laboratories and library. The third floor of this building has been remodeled to include a well equipped small auditorium for the department of Speech. It is known as Speirs Hall.

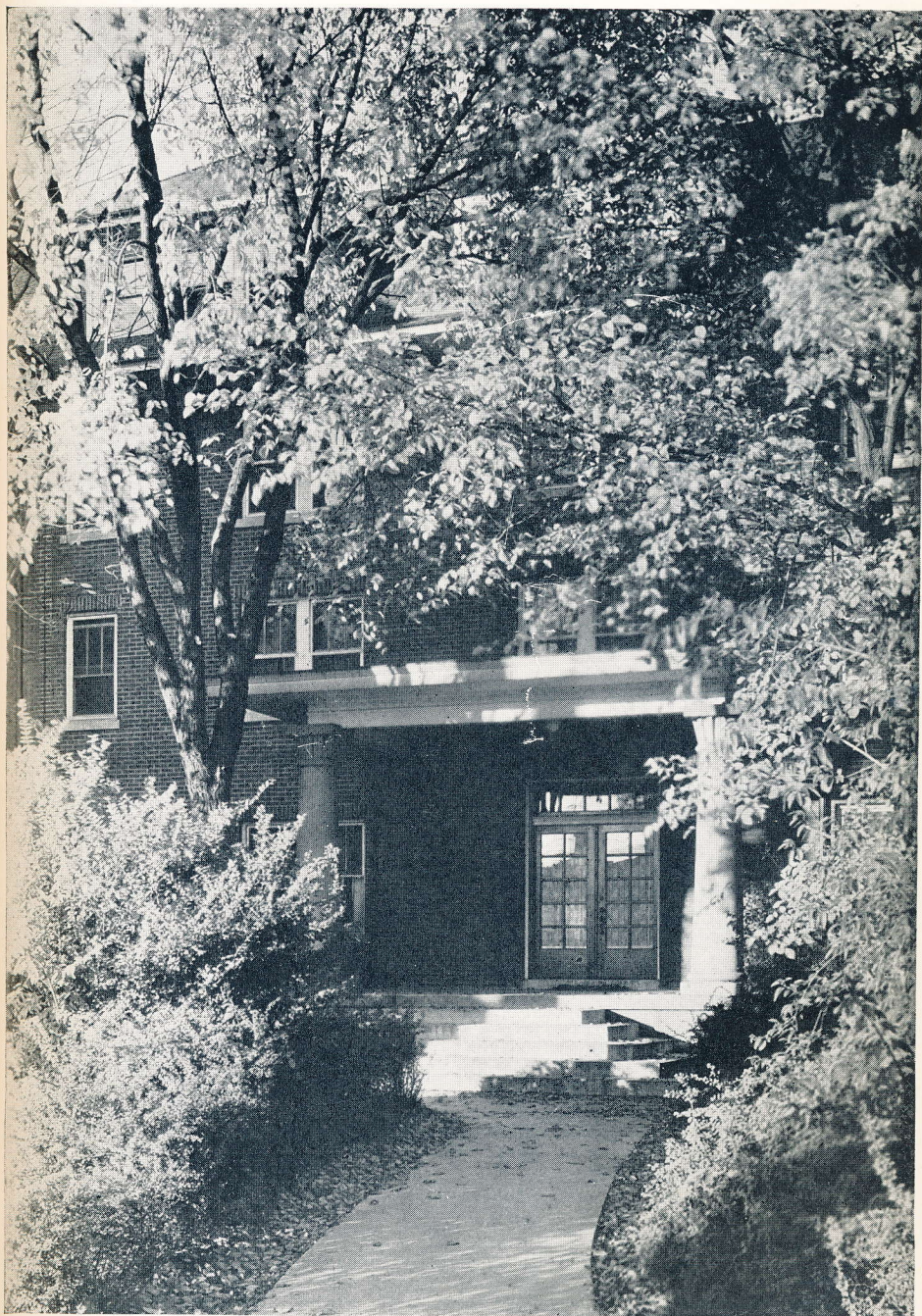
Helena Memorial Music Hall is located southeast of H. Maria Wright Hall. This building was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio. The name was designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

The School of Music occupies the main floor of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with Pipe Organ and Grand Piano.

Magee-Campbell-Wisconsin Hall is a building erected for women. The north unit is Stanley Magee Memorial. The middle unit is the John D. Campbell Building. The south unit is the Wisconsin Building. There are more than a hundred seventy bed rooms, with running water in each; a parlor; several lobbies and halls; a general dining room, (with section for luncheons); the Jay County kitchen and service room; a basement for laundering and another for recreation and social events; modern domestic science suite; twelve splendid porches, with stately pillars of concrete. The building is brick and tile, constructed on a massive steel frame.

Swallow-Robin Hall is a three-story dark brick building, that makes a very comfortable home; formerly for young women, but now for men. This was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Conference, and is called the Swallow-Robin Hall in honor of himself and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed. In this building Taylor University School of Religion is partially housed.

Sickler Hall is equipped with lecture rooms, Botany and Zoology laboratory, and museum and is located on the northern edge of the campus.



ENTRANCE TO WOMEN'S DORMITORY

This modern structure provides rooms, dining hall, laundry, parlor and hospital units.

Maytag Gymnasium stands at the entrance of the athletic field. It is three stories high, and is equipped with a large sized basket ball floor and balconies. The basement is planned for an auxiliary gymnasium, swimming pool and showers. This floor is under process of completion.

Post Office Building is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store, and some small apartments on the second floor.

Greenhouse is a new structure west of the heating plant. It is fully equipped with beds, benches, water pipes, steam heat and thermostatic control. It is used for experiments in Botany.

Central Heating Plant is a new modern building, one of the best in the state. It has a storage capacity of ten car-loads of coal and is of sufficient size to meet expanding needs. It is equipped with five large boilers.

General Information

Student Organizations

The Literary Societies. There are two Literary Societies whose membership is open to both men and women. These societies are called the Philalethean and Thalonian.

The life of Taylor's two literary societies is given a new impetus each commencement season by an inter-society contest, in which the winners receive a certificate of honor. The societies elect the contestants, each society selecting one for each subject. A winner can not compete a second time.

The Debating Clubs. The young men have two debating clubs, the Eulogonian and the Eureka. The young women have likewise two—the Soangetaha and the Mnanka. The Debating Clubs are drilling their members to think logically and quickly, and to appear on the platform without embarrassment.

Taylor University Holiness League. This organization holds a meeting each Friday evening for the study of the Bible from the standpoint of the deeper Christian experience. It is a very spiritual meeting and helpful to all who participate. This is one of the organizations that helps to maintain the high spiritual standards of Taylor University.

The Prayer Band. This organization meets every week for an hour of prayer. It is a center of spiritual power. Not only is it a blessing to all the members and all who attend, but it is a great factor in the spiritual life of the institution.

The Student Volunteer Band. Spiritual power and the missionary spirit always go together. Knowing Taylor's spiritual status one would expect the missionary spirit to be strong. The Volunteer Band meets every other week. Many of its former members are now doing effective work in foreign fields.

Gospel Teams. These teams are under the direction of the Faculty Committee who select experienced leaders for each team. Ample opportunity is afforded those wishing to take part in evangelistic work in the surrounding territory, sometimes extending to other states in the vacation seasons.

The Ministerial Association. All of the student organizations and activities of the university are open to those enrolled in the School of Religion but the Ministerial Association is under the direction of the School of Religion and is open to all theological students and to those in the university who are preparing for the Christian ministry. The purpose is that of mutual helpfulness, the availing of the opportunity for addresses from competent visitors and members of the faculty.

The T Club. The policies for control of athletics are in the hands of a committee of the faculty of whom the Director of Physical Education is chairman. The T Club is an organization of the winners of the major letter of the college. Its purpose is to promote clean athletics and to improve the equipment of the gymnasium and the athletic field. It functions as an organization in the student body with the faculty committee in formulating and carrying out the policies of the athletic program of the school.

The Student Council. This Council shall consist of four members. In the second semester each class, except the senior class, shall elect one of its members to represent its class on the Council for the following school year. The election shall be by majority vote and the person receiving the second highest vote shall be considered the alternate. These three persons shall elect a fourth member from the incoming freshman class.

The purpose is that of mutual helpfulness, the availing of the opportunity for addresses from competent visitors and members of the faculty.

PUBLICATIONS

The college publishes a monthly Bulletin, one issue of which is the Catalog of the University, and the Catalog of The School of Religion is a supplement.

A Student Hand Book is published to be distributed at the beginning of the fall semester. This gives general information concerning all phases of college life.

The students issue their own semi-monthly paper, **The Echo**, which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

The Gem is the name given by the students to their college annual, edited and published each year by the students.

STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have made a passing grade in at least twelve semester-hours for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and

be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have made a passing grade in that many hours for the preceding semester and must be meeting that standard for the current semester at the time of participating in the contests. This eligibility rule is subject to revision according to the standards of the Indiana Intercollegiate Conference of which Taylor University is a member.

INTERCOLLEGIATE DEBATING

Taylor University is a member of the Indiana Debating League, and participates in the debating program of this league. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the Department of Speech. No credit is allowed for intercollegiate debating unless the student has registered for the course, and the student's registration load will be taken into account for those engaging in intercollegiate debating. The selection of those to represent Taylor University is on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one and one-half honor points for each semester hour for which they are registered in the preceding semester in school. Freshmen will be permitted to participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

ATHLETICS

Taylor University is committed to the policy of intramural sports and a program, varied enough to offer some form of activity for all the students. In season the following sports are encouraged: Tennis, basket ball, baseball, track, and the following recreational games: Volleyball, softball, touch football, pingpong, aerial dart, shuffleboard, and horseshoes. Taylor University also engages in a limited way in intercollegiate athletics, in basket ball, baseball, track and tennis. The intramural program is under the supervision of the Director of Physical Education, working in cooperation with the student managers of the T Club. Students may bring athletic suits and equipment which they may possess.

Regulations

Attendance at Taylor University is a privilege and not a right. In order to safeguard those ideals of scholarship and that moral atmosphere which are the very purpose of its founding and maintenance, the college reserves the right and the student concedes to the college the right to require the withdrawal of any student at any time for any reason deemed sufficient to it, and no reason for requiring such withdrawal need be given.

It is the aim to have the discipline of the college firm, reasonable, and sympathetic. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens and members of a Christian community. Any student who becomes antagonistic to the spirit and methods of the institution, or who fails to accomplish the object for which he is sent to college, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. Every effort will be made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Chapel exercises are held each school day when the entire school assembles for devotion, entertainment or instruction.

Every student is required to attend all chapel services. More than three unexcused absences from chapel subject the student to a fee of \$1.00. If this fee is not paid within one week after the notice is sent to the student, it is doubled and if not paid within two weeks after, the student is automatically disenrolled. Excuse for absence from chapel, in order to be honored, must be signed by the Dean of Men or the Dean of Women, or by the school nurse if the student is directly under her care, and must be filed within one week of the absence. At the discretion of the Committee on Credits, an excess of unexcused absences may occasion a reduction of grades.

Every student is required to attend the Sunday vesper service except that Sunday School and church, or two church services, or assisting in a service elsewhere will be accepted in lieu of the Sunday vesper service.

The college has general oversight of all student rooming houses. Students may reside only in such homes as have the college approval.

The college is not responsible for loss of personal property belonging to students in any building owned by the college whether the loss occurs by theft, fire, or unknown cause.

Parents or guardians who register students with the college thereby accept all the conditions as set forth in this catalog and pledge their cooperation in making a wholesome environment possible.

The college also reserves the right, during the college year, to make any changes which are deemed advisable in the rules and regulations, and also in the fees.

Expenses

Board—Taylor University desires to offer the best in college life at the lowest possible cost. In harmony with this desire, board is furnished in the dining hall at the rate of \$4.50 per week, or \$81.00 a semester, consecutive meals to the same person and payable in advance. It is hoped to maintain the price of board at this rate. Should commodity prices rise materially, the college may be forced to raise the rate, but it will only be advanced to cover the extra cost.

For a single week or fraction of a semester, add \$1.00 a week, to the semester rate.

No special rates or transfers are allowed on board.

Students rooming in the college dormitories will be expected to board at the college dining hall.

The charge for students' guests is the same rate as for students when not taken by semester.

The board we offer is not the commonplace, institutional variety. The very best qualities of foods are purchased, the preparation is supervised by a competent and experienced dietitian and under strict sanitary conditions, producing a wholesome, appetizing, well-balanced diet. In addition to this, the dignified service which we offer is unexcelled, all of which combines to make our board offering second to none.

Rooms—Taylor University is favored with an excellent health environment. Since it is situated on the edge of a small town, away from the smoke of the factory and the fumes of traffic, the student enjoys the advantages of pure air and sunshine with the repose of a beautiful campus and surrounding countryside.

Special attention is given to the health of the student. In fact, the health of students is a matter of first consideration at Taylor. The consistently low rate of illness among our students over the period of years gives added proof of the adequacy of our health program. There are sanitary hospital rooms equipped with regular hospital beds and special attention is given to the diet of the student when ill. The college employs registered nurses, who look after the health interests of the student. This service is open alike to men and women.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students must furnish everything necessary for the bed, with the exception of the mattress. They must also furnish their own towels. The college launders the sheets, pillowcases, and towels, four pieces free each week.

Standard amount of wattage for lights allowed for each room is sixty-five watts. Any increase of this amount requires an extra fee.

The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is \$40.50 per semester of eighteen weeks for a double room and \$58.50 per semester of eighteen weeks for a single room.

Reservations may be secured by making a deposit of \$5.00. This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy.

Any change of room within the semester, made at the request of the student, entails a charge of \$1.00.

Tuition and Fees—Tuition for not less than thirteen or more than fifteen semester-hours in the College of Liberal Arts is \$75.00 per semester. For each hour less than thirteen or in excess of fifteen semester-hours, a charge of \$6.00 per semester hour is

made. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of \$1.50 per semester hour.

Rate on a fraction of a semester's tuition is the same as a semester.

The incidental fee of \$10.00 is charged each student enrolled at the beginning of each semester. This incidental fee covers the use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; *physician's services; lyceum numbers; and first transcripts.

*See page 23.

ESTIMATED COST FOR ONE SEMESTER

A student taking a regular load of 13 to 15 hours in the College of Liberal Arts will find the semester's expenses, exclusive of laboratory fees, to be as follows:

| | |
|----------------------|----------|
| Board | \$ 81.00 |
| Room | 40.50 |
| Tuition | 75.00 |
| Incidental Fee | 10.00 |

Total\$206.50

For expenses in Music see the School of Music page 94.

For expenses of the theological college course see the School of Religion page 99.

To this estimated total, providing a Laboratory Course is chosen, Laboratory Fees, per semester, in the amount corresponding to the course selected in the list following, must be added.

LABORATORY FEES

| | |
|---|---------|
| Biology—201-202, 351, 431-432, 331-332 .. | \$ 6.00 |
| Biology—241-242, 322 | 4.50 |
| Biology—311-312, 362, 451-452 | 3.00 |
| Chemistry—201-202 | 10.50 |
| Chemistry—301, 302, 401-402 | 15.00 |
| Education—341, 342 | .25 |
| Home Economics—101-102, 201, 202, 322 .. | 3.00 |
| Home Economics—111-112, 301-302 | 6.00 |
| Mathematics—301-302 | 1.50 |
| Mathematics—221 | 2.25 |
| Physics—211-212 | 4.50 |
| Speech—211, 212 | 3.00 |
| Speech—311, 312, 421, 422 | 18.00 |

OTHER FEES AND EXPENSES

| | |
|---------------------------|---------|
| Special Examination | \$ 1.00 |
| Graduation Fee | 13.50 |
| Late Registration | 2.00 |

| | |
|---|-------|
| Change of Registration | .50 |
| Physical Education, Junior and Senior year, per semester | 5.00 |
| Supervised Student Teaching, per semester | 25.00 |

Laboratory Fees are charged for the use of apparatus and supplies.

The Special Examination Fee is charged for all special examinations or tests unless the absence is excused by the Dean of the College. Any student applying for such an examination or test must present a certificate from the Business Office showing that such a fee has been paid.

Graduation Fee is charged to all those who expect to graduate, and is payable six weeks before graduation. This will cover the cost of diploma and rental of cap and gown.

Late Registration Fee is charged each matriculated student who registers later than the registration time of any semester.

Change of Registration Fee is charged the student for each change made after the regular time of registration.

Physical Education Fee for Juniors and Seniors is charged when the required Physical Education courses for Freshmen and Sophomores are delayed to the Junior and Senior year.

Supervised Student Teaching Fee is charged all students who take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College.

Books, stationery and supplies are extra and may be purchased at the College Bookstore.

Hospital Unit. The college has sanitary hospital rooms, equipped with regular hospital beds, where the students, when it is deemed advisable, may be cared for by Taylor's registered nurses. Students needing hospital service will be expected to pay a fee to cover the actual expense and also charge for extended physician's services.

SETTLEMENT OF BILLS

It is increasingly evident that the college cannot be run except on a cash basis. Students, therefore, should be prepared to pay the semester's expense on the day of registration. Money may be remitted in advance of enrollment if desired. Registration is considered incomplete until cash payment is made for at least one-half the total amount of the semester's expense, there being no extension of time. The second payment for the first semester is due November 15th and for the second semester March 15th. Registration will be automatically cancelled if payment is not made within two weeks of these dates, except by special permission of the President.

Accounts of one semester must be adjusted in full before enrollment in the following semester will be permitted.

No degree will be conferred and no diploma, certificate, transcript of credit, letter of honorable dismissal or recommenda-

tion will be granted to students who have not discharged all financial obligations to the college.

Students who depend on current earnings may pay by installments, if they present a feasible plan of keeping well paid in advance.

A student leaving during the semester upon the order of his physician or upon the advice and consent of the Dean of Men or the Dean of Women will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of six weeks of the semester, and a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. A student leaving without the advice and consent of either of the Deans will receive no refund. To withdraw, a student must report to the office of the Dean of the College.

Fees are not refundable.

Students withdrawing before the end of the semester and those who are suspended or asked to withdraw from the college may not receive refund on account except at the discretion of the Administrative Committee of the Board of Directors.

CONTESTS AND PRIZES

All participants in contests for prizes must be regularly registered students in good standing. If assistants in the teaching staff, their student load must exceed their teaching load.

No student shall be eligible for scholarship or contest honors whose deportment record, in the estimation of the faculty, has rendered him unworthy of such honors.

The same musical or literary composition may not be used by any contestant on more than one contest.

Ayres-Hill Prize in Vocal Music. This prize is given by Dr. B. W. Ayres and Dr. Melvin J. Hill. It provides for two contests, one between the men and one between the women. In each of these contests there is a first prize of ten dollars, and a second prize of five dollars. Only those are eligible who are students in music in Taylor University. Anyone not having received the first prize shall be eligible to participate. Judges shall be recognized non-resident singers or teachers of voice training. The date of the contest shall be arranged by the President of the University and the Director of Voice Training.

Skinner Piano Prize. Given each year by Howard Morse Skinner (Class '25), for excellence in piano playing. The contest is open to advance students of piano who have studied at least one year in Taylor University. The person winning first place in contest is not eligible to enter the contest the following year. The prizes are \$15.00 and \$10.00.

Whipkey Bible Prize. A prize of five dollars is given each year by Rev. and Mrs. A. J. Whipkey, which is to be awarded to the student who makes the highest average grade in any full year Bible course.

The Rose Organ Prize. This prize is given by Mr. N. L. Rose, (Class '27). It provides for a first prize of \$15 and a second prize of \$10 for excellency in organ playing.



ADMINISTRATION BUILDING

Many historic memories center around this building.

SCHOLARSHIPS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships are offered each year.

Selective Honor Scholarships—

Taylor University has for disposition a limited number of Selective Honor Scholarships which are given to some one in the upper ten per cent of their graduating class. The one to whom this is given receives a \$100.00 scholarship each year for the four years.

Good Will Scholarships—

A limited number of Good Will Scholarships, ranging from \$50.00 to \$100.00 a year are offered.

Service Scholarships—

From \$25.00 to \$100.00 a year is given in campus work.

There are a limited number of loans from \$25.00 to \$100.00 a year for students preparing for missionary work.

All teachers of Grant and Blackford Counties in service, are granted three semester hours free tuition in any department of the college. This does not include free laboratory fees in the case of the teacher.

Administration

ADMISSION

All candidates for admission to the college must give satisfactory evidence of good character, and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the blank provided by the college. This application must be approved by the Dean and recorded with the Vice-President who assigns the rooms. Room deposit of \$5.00 should be sent ahead each year by those desiring room reservation. This is returnable up to September 1. It serves also as breakage and key deposit, and is refundable when the student leaves school.

New students should have a transcript of their high school records sent in advance and find out definitely whether or not they meet entrance condition to college. Those desiring advanced standing should have their credits sent to the Dean in advance before the days of registration. No transcript can be evaluated on registration days for advance standing.

Students who do not wish to work toward a degree or mature students, who have not had the advantages of an earlier education, may enter Taylor University and take work in Biblical Literature and Religious Education in special preparation for religious service.

ADVISERS

Each student upon being admitted to the college will be assigned to a member of the faculty as his adviser. The duties of the adviser will be to assist the student in all his college problems through his Freshman and Sophomore years.

At the beginning of the Junior year, when the student has selected his major study, his major professor shall serve as his adviser throughout the remainder of his college course.

The assignment of faculty advisers will be made by the Dean.

GOVERNMENT

The opportunities and privileges of the college are sincerely open to all who wish to develop their abilities and prepare for useful service to mankind.

Standards of behavior at Taylor University are determined by an understood code contained in a student handbook placed in the hands of each new student at the time of registration. Some of these rules are definitely stated in the admission blank.

A student is reminded that he has committed himself by signing this application blank to refrain from the use of tobacco, intoxicants, dancing, card playing and gambling while a student in Taylor University. Violation of this regulation makes the student subject to dismissal.

In the interest of modesty, economy and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.

Students who possess and desire to use automobiles must secure a permit from the Dean's office. The automobiles must not be loaned or hired to another without permission from proper authorities.

The student is also asked to give respectful encouragement to the religious activities of the school.

Every possible encouragement is offered a student in the formation of right habits and the development of Christian character, but those who are not favorable to these regulations and who do not care to conform should not apply for admission.

The Dean of Men and the Dean of Women are responsible for the enforcement of the regulations affecting conduct and for the administration of discipline respectively for the men and the women in cases affecting only the one sex; but jointly for cases in which both men and women are involved.

Cases of importance, involving questions of doubt in matters of evidence of penalty, shall be handled by the Dean of the College, the Dean of Men and the Dean of Women. In cases that are likely to lead to the severance of the student's relation to the school, the Vice-President and the President shall act with the deans in final adjudication. Parents should inform the President of any peculiarities in temperament, habits, or character of their children, that the faculty may better govern and direct them.

PERSONNEL SERVICE

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the viewpoint in organization all contribute to render this service to the student.

All students upon entering college are assigned to a member

of the faculty who becomes the student's adviser. This faculty member gives advice on academic regulations and procedure and obtains data from the student which may be of material aid in the rendering of service to the student. See elsewhere for fuller explanation of this service.

A committee on student finance seeks to aid the student in the solution of his financial problems, and functioning at times with the committee on student loan, many times helps the bewildered student to find his way through this problem.

The Vice-President has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small fraction of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

The college, in its organization, employs a dean of men and a dean of women. These persons have their offices and have conferences with students, assisting them in their personal adjustments and seeking to guide them in all phases incident to college life.

Special attention is given to the health of the student. The college has sanitary hospital rooms equipped with regular hospital beds. The college provides a registered nurse who gives attention to the physical needs of the student. The aim is to prevent illness and keep the student physically fit rather than emphasize a cure after becoming ill.

A physical examination is given all freshmen upon entering college, by competent and licensed physicians. The results of this examination are placed in definite form signed by the physician and filed with the school nurse.

SOCIAL LIFE

Regulations concerning social life will be found in a handbook of general information for students covering this and other phases of student life. This handbook will be furnished each student. Students must not arrange for social class parties, or gatherings of any kind, without first obtaining permission from the Dean, and those outside the college who desire to have socials at their homes, should first arrange with the Dean if they desire students to attend. Parents should discourage excessive visiting of students to friends and relatives residing near the college, for this interferes with progress in their studies.

STUDY HOURS AND LIGHTS

Students in college halls are expected to observe the same rules of quietness and decorum that would be required in a high class hotel. Members of the management or proper officials of the college shall have the right to visit and inspect students' rooms at all times. Students should not engage in sport or congregate in each other's rooms during study hours. Study hours are

from 7:45 a. m. to 3:50 p. m., except the noon hour, and 7:45 to 9:45 p. m. Light hours end at 10:30 p. m., except where special permits are secured by those who have good reasons to ask for later study hours. Campus games are not in order during study hours.

CLASS ABSENCE

Each absence from classes immediately preceding and following a holiday or recess will count double. More than one-eighth of absences from a class requires a special examination. Three tardies make an absence. In all cases of class absence exceeding one-sixth of the total recitations for the semester, the teacher shall report the case, with the number of absences, to the Dean, and credit cannot be received for such semester's work without action of the Committee on Credits.

CHANGING COURSES

A change of study list may be made by the Dean during the first three weeks of any semester, but after that a change may be made only by petition to the Committee on Credits and in the latter case no refund will be made. A subject discontinued after the sixth week of the semester will be recorded as a failure. The subjects of a student leaving school before the end of the semester will be recorded as withdrawn. The faculty reserves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

STUDENT LOAD

The regular load for a student per semester is fifteen hours, besides physical education.

For special reasons the Dean may permit a student to carry one or two hours above regular work, but permission to carry eighteen hours must be secured by action of the Committee on Credits. A student may not reasonably expect to be permitted to carry extra work unless his average grade for the preceding semester has been high.

In estimating the amount of work to be carried, and credit to be received, three hours of practice in private work in Music or Speech will count as one period of regular class work.

HOOR SCHEDULE

All five hour courses meet daily, three hour courses meet on Monday, Wednesday and Friday, and two hour courses meet on Tuesday and Thursday, unless otherwise indicated. All four hour courses scheduled to meet in the afternoon do not recite on Friday and all four hour courses scheduled to meet in the morning do not recite on Monday.

GRADE SYSTEM

The letters and their percentage equivalents are as follows: A—93-100; B—85-92; C—77-84; D—70-76; E—60-69, Condition; F—below 60, Failure; Inc.—Incomplete; W—Withdrawn.

The passing grade is D. Quality points are given with the grades, as follows: 3 per credit hour with A, 2 with B, 1 with C.

A condition and an incomplete lapse into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Credits beforehand. When a condition is removed the grade attained cannot be higher than C.

PROBATION

It should be the aim of each student to maintain scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. This is the minimum graduation standard for the college. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example 15 scheduled hours and 15 quality points indicate a scholarship rating of 1.0, i. e. one quality point for each hour for which the student is registered.

A student shall be placed on probation if, in any semester, he earns fewer than eight quality points on a standard load (15 semester hours) or an equivalent ratio in less than a standard load, as based on the original mark as reported at the end of the semester.

A student on probation shall so continue until he earns quality points in any one semester equal to his scheduled hours for which he is registered.

The student on probation is required to report to a special committee for advice and guidance and this special committee at its discretion may require the student to reduce his academic load, to limit his extra-curricular activities and social privileges.

IRREGULAR WORK

Irregular work (by private instruction) is not permitted, except in a very rare case. In such a case instruction for credit is not allowed without being passed on, in advance, by the Committee on Credits. The college collects one-half regular tuition (irrespective of fees paid the teacher for such tuition) for such credit hours, regarded as extra load, before the credits shall be recorded on the books of the school; before such credits are allowed they must be passed to the Committee on Credit through the Dean of the College.

ORGANIZATION FORM

The school year is divided into two semesters of eighteen weeks in length. The student may enter at the beginning of either semester, but it is advisable that he register for the first semester.

The classification of students is made at the beginning of the school year on the following basis:

Freshmen: Students deficient only one unit for entrance and who are carrying 12 semester hours of college work plus physical education.

Sophomores: Students who have no entrance condition and have completed 20 semester hours and have earned 20 quality points plus physical education.

Juniors: Students who have completed 50 semester hours and have earned 50 quality points.

Seniors: Students who have completed 84 semester hours and have earned 84 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met, however, the student who desires to raise his classification during the current school year in estimating his semester hours and quality points must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.

DEGREES

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty semester hours, with the standing of one hundred twenty quality points, plus four hours of non-prepared physical education in accordance with the group requirements and the major and minor requirements.

The degree of Bachelor of Arts or Bachelor of Science will be conferred upon those who have met the requirements for such degree. See page 33 for the requirements for these degrees.

The degree of Bachelor of Science in Education will be conferred upon those who have met the requirements as listed on page 59 for such degree.

For the degree of Bachelor of Music see the School of Music.

For the degree of Bachelor of Theology see School of Religion.

For the degree of Master of Arts in Theology see School of Religion.

Graduation will be declared at any time in the year that the work is complete. Formal announcement of graduation is made once a year only, in June; and all persons completing the conditions of graduation during the year are listed with the class of the ensuing June.

GRADUATION WITH HONORS

In recognition of special merit displayed by the students in their academic work, the faculty awards graduation with honors. Graduation with Magna Cum Laude includes those students who have an average of quality points of 2.6 for each credit hour of academic work. Graduation with Cum Laude includes those students who have made an average of quality points of 2.2 for each credit hour of academic work. These quality points have the following significance; Three quality points are given each semester hour with the grade A; two quality points are given for each semester hour with the grade B; and one quality point is given for each semester hour with the grade C. No quality points are awarded with the grade D which is the lowest passing grade.

College of
Liberal Arts
and Sciences

Admission to College of Liberal Arts

ENTRANCE REQUIREMENTS

Standard high school graduation or the equivalency is required for classification as the first year college student. This supposes 16 units, especially for those entering for teacher training, and 15 units as a minimum for all. Description of options is as follows:

| LIST A.— | Units |
|---|------------------|
| (At least eleven units must be chosen from this group.) | |
| English—Required of all | 3 |
| Algebra—Required of all | 1 |
| *Foreign Language | 2-4 |
| History | 1-4 |
| English (4th unit) | 1 |
| Advanced Algebra | $\frac{1}{2}$ -1 |
| *Plane Geometry | 1 |
| Solid Geometry | $\frac{1}{2}$ |
| Trigonometry | $\frac{1}{2}$ |
| Civics | $\frac{1}{2}$ -1 |
| Economics and Economic History | $\frac{1}{2}$ -1 |
| Sociology | $\frac{1}{2}$ |
| Physiography | $\frac{1}{2}$ -1 |
| Zoology | $\frac{1}{2}$ -1 |
| Botany | $\frac{1}{2}$ -1 |
| Physics | 1 |
| Physiology | $\frac{1}{2}$ |
| Chemistry | 1 |
| General Science | $\frac{1}{2}$ -1 |
| LIST B.—Special or Vocational Electives: | |
| (Four units may be chosen from this group.) | |
| Agriculture | 1-2 |
| Bookkeeping | 1 |
| Business Law | $\frac{1}{2}$ |
| Commercial Arithmetic | $\frac{1}{2}$ -1 |
| Commercial Geography | $\frac{1}{2}$ -1 |
| Domestic Science | 1-2 |
| Drawing, Art and Design | $\frac{1}{2}$ -1 |
| Drawing, Mechanical | $\frac{1}{2}$ -1 |
| Manual Training or Farm Mechanics | 1 |
| Music | 1-2 |
| Shorthand and Typewriting | 1-2 |
| Physical Education | 1 |

Total 15

Note. Students who contemplate taking a classical course or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

*If the student presents language for entrance he must present the minimum of two units in one language.

*Required of those intending to take a Mathematics major.



WHERE OPPORTUNITY BECKONS

Requirements for Graduation

FOR THE BACHELOR OF ARTS AND THE BACHELOR OF SCIENCE DEGREE

GROUP REQUIREMENTS

Group I. Ancient and Modern Language.

The amount of work required from this group for graduation is related to the high school credits offered for entrance. If no credit in language is offered for entrance 20 semester-hours are required. If two or three units are offered, 12 or 14 semester-hours are required. If four units are offered, 6 semester-hours are required. If five or more units are offered, there are no further requirements from this group. Any language begun in college must be continued through at least the second year.

Group II. English Composition and Literature, Biblical Literature.

From this group eighteen semester-hours are required; six of these must be Course 101-102 in English, six in literature courses, and six in Biblical Literature.

Group III. Sciences.

A minimum of eight semester-hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry or Biology. A student who does not offer for entrance a unit in one of the sciences mentioned must take an additional eight semester-hours in the laboratory sciences.

Group IV. History, Economics, Sociology, and Psychology.

The students must complete six semester-hours in History; six semester-hours in Economics 201-202 or four semester-hours in Sociology 101-102 and four semester hours in Psychology 201-202.

Group V. Physical Education.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability in which case other work must be substituted. The classes meet two hours each week; a total of four hours is given for the two years.

MAJOR AND MINOR REQUIREMENTS

Each candidate for a degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester-hours and a minor sixteen semester-hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.

Majors for the Bachelor of Arts degree may be selected in the following:

| | |
|------------------|-------------------------|
| Latin | Chemistry |
| Greek | History |
| Modern Languages | Sociology |
| English | Mathematics |
| Speech | Music |
| Education | Philosophy |
| Psychology | Biblical Literature |
| Biology | and Religious Education |

Majors for the Bachelor of Science degree are limited to the field of science. The student who desires this degree is required to take a major in the field of science and a minor in a second field of science or mathematics.

Majors for the Bachelor of Science degree in Education are available in the subjects listed for the Bachelor of Arts majors, and in Home Economics.

Majors for the Bachelor of Music degree are offered in:

| | |
|-------|--------|
| Piano | Voice |
| Organ | Violin |

Majors for state certification are limited to the following:

| | |
|-------------|--------|
| English | Speech |
| Mathematics | Latin |
| French | |

Music (Regular certificate)
 Social Science (Option I, II and III).
 Science (Option I, II and III, Chemistry and Biology).

CONDITIONS OF GRADUATION

In order to graduate from any course in the College of Liberal Arts the students must have been in resident study for at least one school year, and to have received one hundred twenty semester-hour credits, with the standing of one hundred twenty quality points, besides two years of physical education.

Credits will not be counted toward graduation in which the grade falls below D. Juniors and Seniors are required to register for a minimum of forty of the one hundred twenty hours required for graduation in courses numbered 300 and above.

Suggested Schedule of Prescribed Courses for the Bachelor of Arts and Bachelor of Science Degree

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. If physical education is deferred to the Junior or Senior year a special charge is made.

***Freshman Year**

| | |
|--|--------------------------|
| English 101-102 | 6 semester hours |
| Language | 8 semester hours |
| History 101, 102 or 111, 112 | 6 semester hours |
| Sociology 101-102 | 4 semester hours |
| Biblical Literature 101, 102 or 111, 112 | 6 semester hours |
| Physical Education 101, 102 | 0 semester hours |
| Total | 30 semester hours |

Sophomore Year

| | |
|-----------------------------------|--------------------------|
| English Literature | 6 semester hours |
| Language | 6 semester hours |
| Psychology 201-202 | 4 semester hours |
| Science | 8 to 10 semester hours |
| Electives | 4 to 6 semester hours |
| Physical Education 201, 202 | 0 semester hours |
| Total | 30 semester hours |

Junior Year

| | |
|------------------------------|-------------------|
| Language (if required) | 6 semester hours |
| Major approximately | 12 semester hours |
| Minor approximately | 8 semester hours |
| Electives to total | 30 semester hours |

Senior Year

| | |
|---------------------------|-------------------|
| Major approximately | 12 semester hours |
| Minor approximately | 8 semester hours |
| Electives to total | 30 semester hours |

The student in making out his elective course for any year must give first attention to the group and major requirements for graduation as listed on pages 33 and 34.

(*) Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in their freshman year.

For suggested schedule for Bachelor of Science degree in Education see page 59.

For suggested schedule for the Pre-Professional Courses see pages 78 to 81.

Organization of Departments and Courses of Study

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The numbering of courses is based on the following plan:

Courses numbered 100-199 are primarily for Freshmen.

Courses numbered 200-299 are intended primarily for Sophomores.

Courses numbered 300-399 are designed primarily for Juniors.

Courses numbered 400-499 are intended primarily for Seniors.

All numbers that end in 1 represent courses given in the first semester, and those ending in 2 represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by a comma thus: 101, 102 are year courses, but credit may be permitted by the semester.

Seniors may not register for a course numbered 100 to 199 without the approval of the Dean.

The college reserves the right to withdraw any course for which enrollment is not sufficient to warrant the organization of a class, except where such a course may be a major or minor subject of a student.

ANCIENT LANGUAGES—GREEK AND LATIN

PROFESSOR GEORGE EVANS, PROFESSOR CHARBONNIER

GREEK

PROFESSOR CHARBONNIER

A minor of 16 semester hours is offered in Greek which may include Course 101-102 at the value of 4 semester hours.

In order to meet the requirements for graduation described in Group I on page 33 students desiring Greek will observe these provisions:

1. In case two years only are required the following alternatives are available:
 - (a) Two years of classical Greek.
 - (b) One year of classical Greek followed by two years of study in New Testament Greek.
2. If no language or only one unit is offered for entrance and three years of a language are required for the A. B. degree, some language other than Greek must be elected.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.

101-102—BEGINNERS' GREEK*4 hours**

Emphasis will be laid on the acquisition of a vocabulary and of a knowledge of the fundamental principles of Greek grammar. The class will read prose selections from Xenophon's *Anabasis* Book 1, or other authors and try to get an idea of Greek life. Prose composition. Prerequisite, Latin 101-102.

First and second semesters. —Four hours credit each.

201-202—ATTIC PROSE AND EPIC POETRY**3 hours**

Xenophon's *Anabasis* Books 2, 3, and 4; Lucian, *Selected Writings*; selections from Phaedo. Prose composition and review of syntax. Epic plays of Aeschylus, Euripides and Iliad, selections; lectures on epic poetry and collateral reading. Prerequisite, Greek 101-102.

First and second semesters. —Three hours credit each.

301-302—THE PHILOSOPHERS AND THE DRAMATISTS**3 hours**

Plato's *Apology*, *Crito*, *Symposium*. The Platonic Idealism will be interpreted. Assigned readings and papers. The Dramatists, selected plays of Aeschylus, Euripides and Aristophanes. Assigned reading and papers on the Greek Theater and Art. Prerequisite Greek 201-202.

First and second semesters. —Three hours credit each.

311-312—GREEK CIVILIZATION**2 hours**

Survey of Greek Literature in English; mythology in comparison with the folklore of other peoples and with reference to their influence upon modern literature. Specimens of Palaeography will be studied; antiquities.

First and second semesters. —Two hours credit each.

321-322—NEW TESTAMENT GREEK AND EXEGESIS**3 hours**

The Gospels and Apocalypse will be studied, with due attention to the language of the New Testament, its relation to antecedent and contemporary Greek; comparison of variants, textual criticism. The peculiarities of the text will be noted. Archæological discoveries and New Testament history. Assigned reading and reports. Prerequisite, Greek 101-102 and 201-202.

First and second semesters. —Three hours credit each.

401-402—THE HISTORIANS**4 hours**

The prose of Herodotus and Thucydides, selected writings, criticism and interpretation of the text. Assigned reading in Archaeology. The Rhetoricians, Lysias and Demosthenes, the place of oratory in Athens; study of political institutions. Collateral reading and reports. Prerequisite Greek 201-202.

First and second semesters. —Four hours credit each.

411-412—NEW TESTAMENT GREEK AND EXEGESIS**3 hours**

Grammatical and textual criticism as applied to the chief doctrinal and practical Epistles and to the Book of Acts. The question of the Canon will be discussed. Extensive reading at sight. If time will permit one or two of the post-apostolic Greek Epistles, or the "Teaching of the Twelve Apostles" will be read, commented and contrasted with New Testament Greek. Collateral reading. Prerequisite, Greek 321-322.

First and second semesters. —Three hours credit each.

*Significance of numbers, see page 36.

LATIN

PROFESSOR GEORGE EVANS

A major in Latin requires the completion of at least 24 semester hours, and a minor at least 16 semester hours, not including Courses 101-112. The major requires as collateral Courses, History 321 and 322.

***101-102—BEGINNING LATIN, CAESAR** *5 hours*

In the first semester special emphasis is laid on the mastery of forms and syntax. The fundamental relationship of the Latin to the English language is taught continually while the elementary principles of Latin are studied throughout the course. Simple selections in Latin are read with a view to preparing the student for Caesar.

In the second semester two or more books of Caesar's Commentaries are read. Studies from the Latin grammar and prose composition are supplementary to the translation.

First and second semesters.—Five hours credit each.

111—CICERO'S ORATIONS *3 hours*

Selected orations, including some of those against Catiline, are read. Prose composition is continued. Attention is given to the study of Roman public and private life, and to Roman methods and attainments in education and law. Prerequisite, Course 101-102.

First semester.—Three hours credit.

112—VIRGIL'S AENEID *3 hours*

Some books of the Aeneid are read. The work also includes a study of various figures of speech, metrical reading, mythology and the literary merit of the poem. Prerequisite, Course 111.

Second semester.—Three hours credit.

121—CICERO'S ESSAYS *4 hours*

De Senectute and De Amicitia are read as representative of the Roman philosophical essay. A brief review is given of the philosophy adopted by the Romans. Alternates with Courses 201 and 211. Prerequisite, Course 111.

First semester.—Four hours credit.

122—TACITUS, GERMANIA AND AGRICOLA *3 hours*

These minor works of Tacitus depict life in western and central Europe in Roman times. Phases of ancient rhetoric are introduced. Alternates with Course 212. Prerequisite, Course 121.

Second semester.—Three hours credit.

132—PROSE COMPOSITION *1 hour*

This course includes with the writing of prose composition a comprehensive study of classical Latin grammar. It is most beneficial in giving a student a clear understanding of Latin syntax and style, and is especially necessary for those preparing to teach Latin. This

*Significance of numbers, see page 36.

course and No. 122 alternate with Course 212. Prerequisite, Course 121. Second semester. —One hour credit.

201—HORACE, ODES AND EPODES 2 hours

A study of Roman poetry of the classical period with careful attention to Horace's metres. Alternates with Course 121. Prerequisite, Course 112.

First semester. —Two hours credit.

Omitted in 1937-38.

211—PLINY 2 hours

Selections from the letters of Pliny the Younger. This course and No. 201 alternate with Course 121. Prerequisite, Course 112.

First semester. —Two hours credit.

Omitted in 1937-38.

212—LIVY 4 hours

Selections from Books I, XXI, XXII. Studies in the history of the Roman Republic. Brief study of Roman historians. Alternates with Courses 122 and 132. Prerequisite, Courses 201, 211.

Second semester. —Four hours credit.

Omitted in 1937-38.

301—TYPICAL LATIN LITERATURE 2 hours

Selections from the following: Plautus, Terence, Ovid, Petronius, Martial, Juvenal and other authors. Prerequisite, Two years of Latin in major work.

First semester. —Two hours credit.

Omitted in 1937-38.

311—HISTORY OF ROMAN LITERATURE 2 hours

Recommended to students of Course 301 to give them an appreciation of the work and times of the authors read. Prerequisite, Two years of Latin in major work.

First semester. —Two hours credit.

Omitted in 1937-38.

312—ADVANCED PROSE 2 hours

A special course in classical grammar with continued practice in writing Latin. Correctness of expression and the cultivation of feeling for idiom and style are sought. Required of all who major in Latin. Prerequisite, Courses 301 and 311.

Second semester. —Two hours credit.

Omitted in 1937-38.

322—ROMAN ARCHAEOLOGY 2 hours

An introduction to the study of the topography and ruins of Ancient Rome, with some attention to notable Roman remains elsewhere. Prerequisite, Courses 301 and 311.

Second semester. —Two hours credit.

Omitted in 1937-38.

331—TEACHING OF LATIN 2 hours

This course prepares the student for the problems and methods of teaching Latin in secondary schools. The same as Education 322. Not allowed on a major in Latin. Prerequisite, Junior standing.

First or second semester. —Two hours credit.

Offered on demand.

BIBLICAL LITERATURE, RELIGIOUS EDUCATION AND PHILOSOPHY

PROFESSOR CHARBONNIER, PROFESSOR HUFFMAN,
ASSOCIATE PROFESSOR AYRES, ASSISTANT PROFESSOR FOUST

BIBLICAL LITERATURE

PROFESSORS CHARBONNIER AND HUFFMAN,
ASSISTANT PROFESSOR FOUST

*111, 112—THE FOUR GOSPELS, INTRODUCED BY A SURVEY OF THE INTER-BIBLICAL PERIOD

3 hours

Comprehensive survey of the historical development, trends of civilization and characteristics of the three greatest forces of antiquity—Hebraism, Hellenism, and Romanism. Life of Christ with an inquiry as to the earliest sources. Literary and historical appreciation of the materials as found in the Gospels. A harmony of the life and teachings of Jesus. Assigned reading.

First and second semesters. —Three hours credit each.

211—OLD TESTAMENT SURVEY

3 hours

This course is designated to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities, and institutions of the Jewish nation. The study will stress the different types of literature and will open up the wealth of materials for devotional and practical purposes. A special feature of the course will be the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.

First semester. — Three hours credit.

212—NEW TESTAMENT SURVEY

3 hours

A study of the life and teachings of Jesus as based on the Gospel of Mark, and of the development of Christianity during the first century. Special attention will be given to the political, social and religious background of the early Christian Church. This course will seek to acquaint the student with a working knowledge of the New Testament and to give him an efficient method of book study as essential to his knowledge of the Bible.

Second semester. —Three hours credit.

321—OLD TESTAMENT LITERATURE. PENTATEUCH

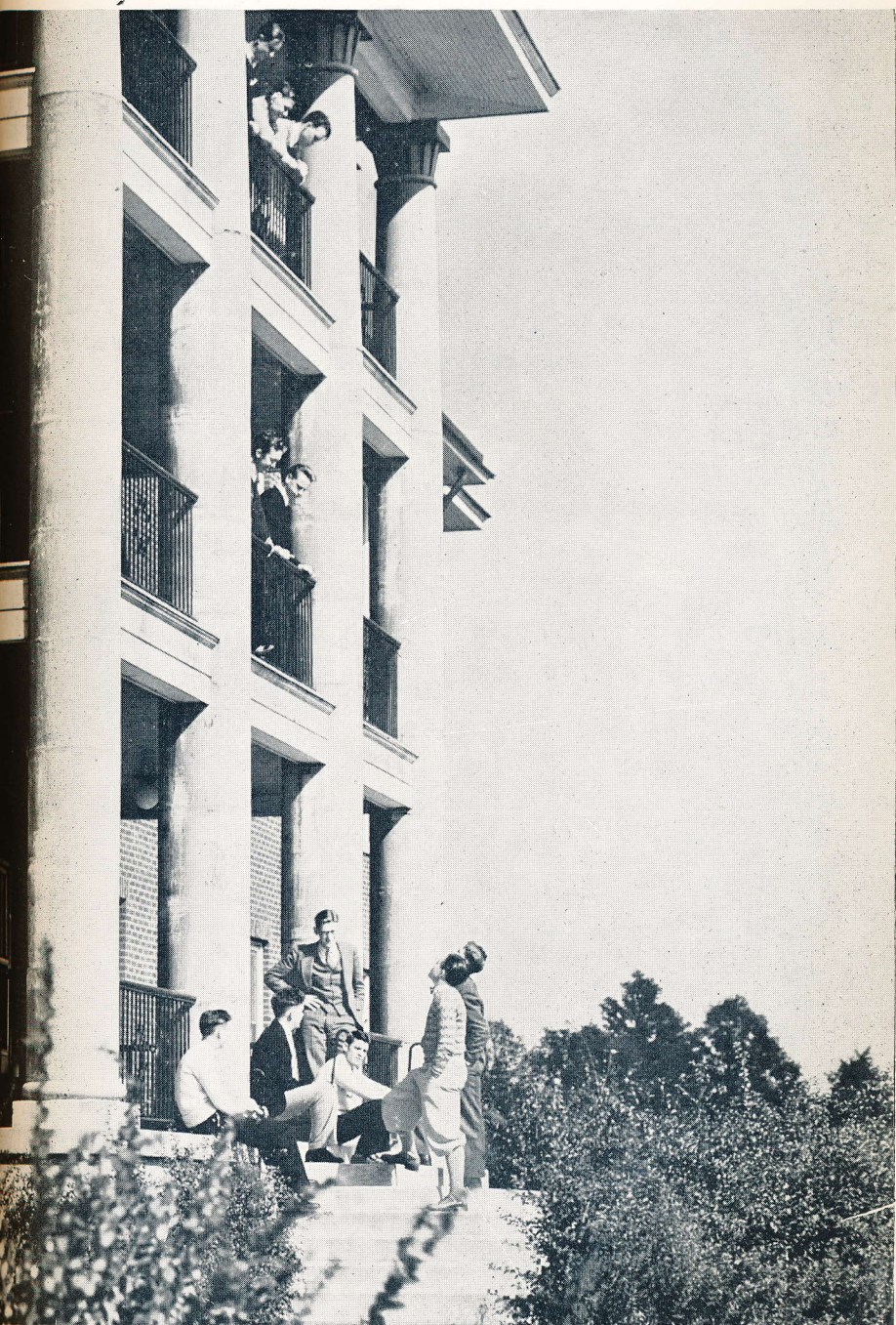
3 hours

The Pentateuch, with special attention to Genesis, with its account of origins—the origin of the cosmos, man, sin, salvation, nations, etc. Recitations, lectures and assigned readings.

First semester. —Three hours credit.

Omitted in 1937-38.

*Significance of numbers, see page 36.



WISCONSIN DORMITORY
Where many Happy Hours are spent

322—OLD TESTAMENT LITERATURE. POETIC BOOKS

3 hours

A study of Hebrew poetry of the various types, as well as a study of the poetical books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Lamentations, Song of Songs.

Second semester. —Three hours credit.

Omitted in 1937-38.

331—PAULINE EPISTLES

3 hours

The Doctrinal, Pastoral and Personal Epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis will be made of selected portions of each epistle.

First semester. —Three hours credit.

Omitted in 1937-38.

332—HEBREWS, GENERAL EPISTLES, REVELATION

3 hours

Attention is given to the problems of the authorship of Hebrews and its relation to the ceremonial of the Old Testament. The authorship, time, and background of each of the General Epistles is studied. The contribution of each book to the New Testament doctrine is evaluated. The place of the book of Revelation in the New Testament canon and its relation to the Bible as a whole is dealt with. Various interpretations of the book are noted and a correct interpretation is sought.

Second semester. —Three hours credit.

Omitted in 1937-38.

401—OLD TESTAMENT PROPHECY. THE MAJOR PROPHETS

2 hours

A study of Isaiah with reference to the historical background and the Messianic message. The problem of the unity of the book is given careful consideration. Also a study of the two great contemporary prophets of the Exile. Special attention is given to their historical setting. In connection with this course the prophetic function is traced historically in its varying relations to Hebrew history through the various periods.

First semester. —Two hours credit.

402—OLD TESTAMENT PROPHECY. THE MINOR PROPHETS

2 hours

Each book is studied in the light of historical research and is analyzed and discussed with a view to discovering its message to its own and modern times. Attention is given to the Messianic element which each book contains. A study of Daniel with a view to correct understanding of its forecast of history leading up to the Messianic age. Various historic interpretations of the prophecy are noted. The relation of Daniel to the New Testament Apocalypse is considered.

Second semester. —Two hours credit.

RELIGIOUS EDUCATION

ASSOCIATE PROFESSOR AYRES, ASSISTANT PROFESSOR FOUST

311—PRINCIPLES OF RELIGIOUS EDUCATION 2 hours

The student in this course seeks for the principles underlying a real Christian philosophy of life. He faces squarely the relation of religion and education, the true motives and vital objectives in religious education and the bearing of religious education on Christian character, ethical life and life's problems. The course gives vitally helpful instruction in the training of teachers for the home, the Sunday School and all other schools of every grade. The principles underlying the teaching of Jesus are found to determine all religious teaching—in fact, all teaching. The necessity for the new birth and the authority of the Bible are maintained as basic.
First semester. —Two hours credit.

321—THE ORIGIN OF RELIGION 2 hours

A study of the Origin of Religion by tracing the practice of worship to its ultimate source. Two opposing theories have been held as the origin of religion and the supposed ground for the support of two antagonistic systems are carefully examined.
First semester. —Two hours credit.

322—THE HISTORY OF RELIGIONS 2 hours

The first few weeks of the course will be devoted to a study of the origin, growth and classification of the ethnic religions. This is followed by a historical and analytical study of the higher types of the non-Christian religions.
Second semester. —Two hours credit.

331—RURAL CHURCH PROBLEMS 2 hours

The aim of this course is to study rural social life with special reference to the problems confronting the rural church. This course should be of particular interest to workers of various churches operating in rural communities.
First semester. —Two hours credit.
Omitted in 1937-38.

332—CHURCH ADMINISTRATION 2 hours

This course is a study of the task of the church in the community. The aim is to study the actual work of the churches and the student will build for himself a plan and program for internal organization, work and worship. There will also be a careful study of the various auxiliary organizations as to their relation to efficiency and opportunity. Attention is also given to the problems of church unity and church polity.
Second semester. —Two hours credit.
Omitted in 1937-38.

401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate and to evaluate both the

*Significance of numbers, see page 36.

subjective and objective factors of the various religions and religious tendencies. Same as Philosophy 401. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

402—PHILOSOPHY OF RELIGION

3 hours

This course deals with the philosophical conceptions and principles of religion in general with the place of religion in human experience. It also deals with the principal conceptions and motives of the great historic religions. Special emphasis is given to the philosophy of the Christian religion. Same as Philosophy 402. Prerequisite, Philosophy 311, 312 or 321, 322.

Second semester. —Three hours credit.

411—HISTORY OF CHRISTIAN MISSIONS

3 hours

A historical survey of the missionary activities of the Christian church from their beginning to the present time. Special attention will be given to the developments since the Reformation and the renewed activities of the last few generations.

First semester. —Three hours credit.

Omitted in 1937-38.

412—MISSION PRINCIPLES AND METHODS

3 hours

This course aims to make comparative study of the most approved methods of missionary work with respect to fields and types. Evangelistic, medical, literary, education and industrial work as conducted in the different fields will be carefully studied.

Second semester. —Three hours credit.

Omitted in 1937-38.

432—ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION

2 hours

Beginning with a brief survey of the history of Religious Education, this course will deal with the theory and practice of Religious Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Religious Education through the Bible School, the Daily Vacation Bible School, and week day religious education in connection with the public school. Some attention may be given to the curricula and the principle of unifying the program of Religious Education in the local church.

Second semester. —Two hours credit.

PHILOSOPHY

ASSOCIATE PROFESSOR AYRES

Students majoring in this department must take Psychology 201-202 as a prerequisite, and must include in the major courses 301-302, 321, 322. The department offers more than the twenty-four hours required for a major, but as some of the courses are offered in alternate years, the student should carefully plan the work under the guidance of his major professor. Students wishing to take a minor in Philosophy must include either Courses 301-302 or 321, 322. For the student who wishes to elect courses for general culture, or as a basis for the interpretation of literature or history, these courses are strongly advised.

301-302—LOGIC2 hours*

Both deductive and inductive logic are included in these courses. In the first part of the year the different kinds of terms, propositions, and syllogisms are studied, with the laws of validity. Exercises give the student practice in detecting fallacies, both formal and material. In the second semester most of the time is given to scientific method, including Mill's Canons, statistics, averages, correlation, etc. Prerequisite, Psychology 201-202; or may be taken at the same time by sophomores who expect to take their major in Philosophy. First and second semesters. —Two hours credit each.

311—INTRODUCTION TO PHILOSOPHY*3 hours*

This course introduces the student to the meaning and methods of philosophy in contrast with those used in the various limited fields of science. It is intended to lead the student to see experience as a whole. The various problems which have divided philosophers, giving various interpretations and trends are considered. The purpose is to acquaint the student with the field of philosophy, to lead him into the ability to interpret philosophical language, and to do critical thinking, rather than to inculcate any particular world view. This course alternates with 321. Prerequisite, Psychology 201-202, with Philosophy 301-302 strongly advised, or to be taken at the same time. First semester. —Three hours credit. Omitted in 1937-38.

312—TYPES OF PHILOSOPHY*3 hours*

This course considers the various types of philosophy which have historically developed from the various problems of philosophy, and their attempted solutions. It especially takes notice of the implications of any special solution as related to other problems. This course alternates with 322. Prerequisite, the same as in 311. Second semester. —Three hours credit. Omitted in 1937-38.

321—HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY*3 hours*

This course begins with the early Greek philosophy, about 600 B. C., and covers the great philosophers, schools of thought and lines of development, through the period of scholasticism, to 1453. The thought movements are considered in relation to the general historic background, and there is an attempt to trace the continuity of certain dominating principles. Such biographical elements as add interest are used. This course, with 322, furnishes not only the necessary groundwork for all more highly specialized courses, but an excellent preparation for an intelligent interpretation of literature, theology, and religion. This course alternates with 311. It makes very little difference which of these courses is taken first. Prerequisite, the same as in 311. First semester. —Three hours credit.

322—HISTORY OF MODERN PHILOSOPHY*3 hours*

The transition to the modern period is included with the strictly modern period. The fundamental concepts and organizing principles of the great philosophers of this period are studied, with brief biographies of the most important. Selected readings from the works of

*Significance of numbers, see page 36.

many supplement the expositions and interpretations given by text writers and teachers. Some of these great philosophers are Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Comte, Mill, Spencer, Lotze. This course, with 321, furnishes an almost indispensable background for the interpretation of the history, literature and conceptual life of the world. It alternates with 312. Prerequisite, same as in 311, and, in addition, course 321.

Second semester. —Three hours credit.

331, 332—ETHICS

2 hours

The year's study of the moral ideal, or the way of the good life, will fall into two main divisions according to the factors emphasized. In the first semester the search for the *summum bonum*, or highest good, will be studied historically, beginning with Socrates, and coming through Plato, Aristotle, the Stoics, the Epicureans, Hobbes, Hume, the great English moralists, Utilitarianism, Kant's formalism, evolutionary ethics of Spencer.

In the second semester, there will be an earnest attempt to find the Christian ideal or way of life; to relate moral values to religion; and to consider the relation of moral values to other eternal values. Practical problems for discussion. These courses alternate with 411, 412. Prerequisite, 311, 312 or 321, 322; or this course may parallel either of these prerequisites.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

342—ESTHETICS

2 hours

A brief consideration of the philosophy of esthetic values and the psychology of the esthetic experience. The principles will be illustrated in the various fields of fine arts. This is an excellent cultural course for the general student. It will furnish principles for the criticism of art and will greatly aid in artistic appreciation. Prerequisite, Psychology 201-202.

Second semester. —Two hours credit.

401—PSYCHOLOGY OF RELIGION

3 hours

The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with an attempt to find its essential elements. The Christian religious experience in childhood, adolescence, and adulthood receives special attention. Prerequisite, Psychology 201-202.

First semester. —Three hours credit.

402—PHILOSOPHY OF RELIGION

3 hours

This course deals with the most fundamental conceptions of the great historic religions, their truth and value. Most attention is given to the Christian religion. Prerequisites, Philosophy 401 and at least two other courses in philosophy (two courses meaning two

course-numbers). The courses to be preferred to meet this requirement are 311, 312 or 321, 322. This course may parallel these prerequisites.

Second semester. —Three hours credit.

411—CONTEMPORARY PHILOSOPHY 2 hours

The systems of recent and living philosophers, both European and American. This course alternates with 331. Prerequisite, 311, 312 or 321, 322, preferably 321, 322.

First semester. —Two hours credit.

412—PERSONALISM 2 hours

This course will deal with this special school of idealistic and theistic philosophy. It alternates with 332. Prerequisite, the same as for 411.

Second semester. —Two hours credit.

BIOLOGY

PROFESSOR TINKLE

Students who expect to take advanced work in Biology should take at least one year in Chemistry and, if possible, a year in Physics. Those who are majoring in the department should take enough courses giving Zoology credit so that the major can be counted in that field. Major work requires concentration.

*201-202—ZOOLOGY 4 hours

A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla, ending with the Vertebrates. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week.

First and second semesters. —Four hours credit each.

241-242—BOTANY 4 hours

The structures and functions of plants, beginning with those most commonly dealt with and preceeding to forms less common. Classification, Ecology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week.

First and second semesters. —Four hours credit each.

Omitted in 1937-38.

311-312—HUMAN PHYSIOLOGY 3 hours

A course covering the structure, functions and care of the human mechanism, with emphasis upon the second. There are valuable demonstrations and drills. Three hours a week. Prerequisite, course 201-202 or permission of instructor.

First and second semesters. —Three hours credit each.

322—ORNITHOLOGY 2 hours

A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals. One hour discussion and two hours laboratory of field work a week.

Second semester. —Two hours credit.

*Significance of numbers, see page 36.

331-332—COMPARATIVE ANATOMY

2 hours

A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, turtle, and cat are studied most carefully. Designed principally for premedical students. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202.

First and second semesters. —Two hours credit each.

351—ENTOMOLOGY

3 hours

A first-hand study of the most numerous class of animals. Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202.

First semester. —Three hours credit.

362—GENETICS

3 hours

The principles which govern heredity and variation in plants, animals, and man are studied. Sufficient Cytology is included to explain the physical basis of heredity. Lectures are reinforced by demonstrations and problems. Recent discoveries have made this an important field. It furnishes part of the foundation for Psychology and Sociology. Three hours a week. Prerequisite, course 201-202 or 241-242.

Second semester. —Three hours credit.

431-432—EMBRYOLOGY

2 hours

The development of the chordate embryo is studied, the principal basis being Amphioxus, frog, and chick. Both prepared slides and living embryos are employed. Designed principally for pre-medical students, but also is of value for general culture. One hour discussion and two hours laboratory a week. Prerequisite, course 201-202.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

451, 452—BIOLOGICAL PROBLEMS

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest. Thus his training becomes well rounded.

Hours and credit to be arranged.

471—TEACHING OF SCIENCE

2 hours

A practical study of the high school Biology course: its aims, methods, and problems. Open to juniors and seniors who are electing Biology as a subject in which to secure a teacher's license. Two hours a week. Same as Education 322.

First semester. —Two hours credit.

CHEMISTRY AND HOME ECONOMICS

PROFESSOR HARLOWE EVANS, ASSISTANT PROFESSOR DARE

CHEMISTRY

PROFESSOR EVANS

The department of Chemistry is intended primarily to prepare students to teach Chemistry in secondary schools, to enter graduate schools and to fill positions in chemical industries. Many students find work in this department in preparing for advanced study, undergraduate or graduate, in technical and professional schools, such as chemical or metallurgical engineering, medicine, nursing, dentistry, pharmacy and the various fields of agricultural specialization. It may be used also to fulfill the science requirement for those not primarily interested in science, but who wish to learn something of Chemistry's ever enlarging place in the modern scientific and industrial world.

A major in this department requires at least 24 semester hours of Chemistry, including courses 201-202, 301, 302, 401-402. Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111-112, 121, and 122 in their Freshman year and start their work in Chemistry not later than the Sophomore year.†

For those students wishing to continue this science in Graduate school or desiring to enter a chemical industry, at least 30 hours of Chemistry, a reading knowledge of German and a course in Calculus are highly desirable.

All pre-professional and technical students should consult with the professor about their needs at the beginning of their Freshman year. †See pre-medic and pre-engineering requirements, pages 78 and 79 for exceptions.

*201-202—GENERAL INORGANIC CHEMISTRY 5 hours

A study of the laws and theories of chemistry; the preparations, physical and chemical properties and uses of the more important metallic and non-metallic substances. Some of the applications of Chemistry to modern life are studied. An attempt is made to promote the sense of unity of purpose in the physical universe. The laboratory work is well correlated with the class discussions. This course is open to those studying Chemistry for the first time as well as to those who have had high school work in Chemistry. Three hours recitation and four hours laboratory. First and second semesters. —Five hours credit each.

301—QUALITATIVE ANALYSIS 5 hours

A study of those theories of Chemistry and of those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic qualitative analysis of "known" and "unknown" compounds and mixtures in

*Significance of numbers, see page 36.

solution and in the solid state. Two hours recitation and six hours laboratory. Prerequisites, Chemistry 201-202.

First semester. —Five hours credit.

302—QUANTITATIVE ANALYSIS

5 hours

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hours recitation and six hours laboratory. Prerequisite, Chemistry 301.

Second semester. —Five hours credit.

401-402—ORGANIC CHEMISTRY

4 hours

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. A similar study of the aromatic compounds with an introduction to special classes of compounds, such as: the proteins, terpenes, alkaloids and dyes is made the second semester. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Two hours recitation and four hours laboratory. Prerequisites, Chemistry 201-202.

First and second semesters. —Four hours credit each.

411-412—ELEMENTARY PHYSICAL CHEMISTRY

2 hours

A study of the fundamental laws and theories of Chemistry, such as: laws of gases, solutions, conductance, thermochemistry, photochemistry, colloids, homogeneous and heterogeneous equilibrium, chemical kinetics, electromotive force, radioactivity and atomic structure. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 301, 302, 401-402 and Physics 211-212. Mathematics 211-212 is desirable.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

421—HISTORY OF CHEMISTRY

2 hours

A review of the lives and work of the men, and of the related scientific developments, which have been instrumental in the advancement of Chemistry. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 401-402.

First semester. —Two hours credit.

Omitted in 1937-38.

431—ADVANCED ORGANIC CHEMISTRY

3 hours

A more complete study of some of the special classes of compounds introduced in course 402, such as: the terpenes, dyes and proteins. Also a study of some of the modern theories regarding color, molecular structure and stereoisomerism. Three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

First semester. —Three hours credit.

Omitted in 1937-38.

432—ELEMENTARY COLLOID CHEMISTRY *2 or 3 hours*

An introduction to the study of the fundamental principles of colloid chemistry. This course is designed to make a full year of advanced work with either course 421 or 431, hence the credit is made flexible. Two or three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

Second semester. Two or three hours credit.

Omitted in 1937-38.

471—TEACHING AND SCIENCE *2 hours*

A practical study of the High School Chemistry course: its aims, methods, and problems. Open to juniors and seniors who are electing Chemistry as a subject in which to secure a teacher's license. Two hours recitation, collateral reading and reports. This is the same course as Education 322 and does not count on a Chemistry major. Prerequisites, see Education 322.

First semester. —Two hours credit.

HOME ECONOMICS

ASSISTANT PROFESSOR DARE

The courses offered in this field are planned so they are technical enough to meet the need of the student who wants to use it in the teaching field later on, yet the constant emphasis is to make the work practical so the young woman may really be fitted for her task as a home-maker.

***101-102—CLOTHING** *2 hours*

A study of the basic principles in clothing selection with emphasis upon the analysis of the individual's clothing problems. Laboratory work includes the fundamentals of clothing construction, the use and alteration of commercial patterns. Four hours laboratory each week.

First and second semesters. —Two hours credit each.

111-112—FOODS AND NUTRITION *3 hours*

The composition and nutritive value of foods and the study of diet with special consideration of the energy requirement, protein, mineral and vitamin needs of the individual. A study of foods from the standpoint of costs, selection, preparation, meal planning and table service. Recitation and laboratory.

First and second semesters. —Three hours credit each.

201—TEXTILES *2 hours*

A study of the growth and development of the textile machinery and industries and the factors essential to the intelligent selection, use, laundry and care of textile materials.

First semester. —Two hours credit.

Omitted in 1937-38.

*Significance of numbers, see page 36.

202—COSTUME DESIGN*2 hours*

This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design.

Second semester. —Two hours credit.

301-302—DIETETICS*2 hours*

This course deals with the varying requirements of the individual in health and disease from infancy to old age and the making of typical dietaries for the different periods. Special attention is given to the problem of satisfying the varying requirements of a family. Recitation and laboratory. Prerequisite, Home Economics 111, 112, Chemistry, 201, 202.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

311—THE HOUSE*2 hours*

This course deals with the studying of house plans, the problems of plumbing, heating, lighting and ventilating, the study of household furnishings and equipment and the care of the household.

First semester. —Two hours credit.

312—THE FAMILY*2 hours*

A study of the family as a social group with emphasis on woman in her various relations such as: a citizen, a member of society and in the home.

Second semester. —Two hours credit.

Omitted in 1937-38.

322—ADVANCED CLOTHING*2 hours*

This course includes advanced problems in dressmaking with emphasis on adaptation of pattern to the individual and remodeling of garments. It includes the study of the trend of fashion and style in relation to good taste in dress. Prerequisites, Home Economics 101, 102.

Second semester. —Two hours credit.

342—TEACHING OF HOME ECONOMICS*2 hours*

The organization of material and planning of courses in Home Economics adapted to various types of high schools. Does not count on major. Same as Education 322.

Second semester. —Two hours credit.

Omitted in 1937-38.

ECONOMICS AND SOCIOLOGY

PROFESSOR HOWARD, INSTRUCTOR A. W. HOWARD

ECONOMICS

INSTRUCTOR A. W. HOWARD

201-202—PRINCIPLES OF ECONOMICS3 hours*

A survey of the industrial life of society from an institutional approach. This course is designed to meet the needs of the student

*Significance of numbers, see page 36.

who wishes to secure a knowledge of the economic environment in which he lives. It is also outlined as a preliminary course for economics and sociology majors. Prerequisite to all other economic courses and required of sociology majors. Not open to freshmen. First and second semesters. —Three hours credit each.

301—LABOR HISTORY AND LEGISLATION 2 hours

A study of the development and organization of labor movements in Great Britain and the United States. Trade, industrial, and labor unionism. Principles and policies of labor and industry. Methods of procuring legislation; progress made; and recent tendencies. First semester. —Two hours credit.

Omitted in 1937-38.

302—LABOR PROBLEMS 2 hours

A study of the relationships between labor and free land; immigration; child labor; women in industry; insurance; working conditions; unemployment. An analysis of the problems involved in the labor-capital struggle and an investigation of the agencies for industrial peace.

Second semester. —Two hours credit.

Omitted in 1937-38.

321, 322—FINANCIAL ORGANIZATION OF SOCIETY 2 hours

The purpose of this course is to give a broad general view of our whole financial system. Review of world finances up to 1791. The United States Bank; Independent Treasury System; state banks; coinage; note issue; legislation, especially after 1863 with the National Banking System. Detailed study is made of the functions of money and banking with special reference to the Federal Reserve System.

First and second semesters. —Two hours credit each.

Alternates with Economics 301, 302.

Omitted in 1937-38.

331—ECONOMIC HISTORY OF THE UNITED STATES

3 hours

See History 302. Student may elect to take as credit for either economics or history but not for both.

SOCIOLOGY

PROFESSOR HOWARD

Courses 101-102 are prerequisites to all other courses in the department. A major in Sociology is twenty-four hours as a minimum. Economics 201-202 is required of those majoring in Sociology.

*101-102—INTRODUCTION TO SOCIETY 2 hours

A general survey of the Biological, Physical, Psychological, and Cultural factors in the development of human society; the social processes; social organization and social control. Prerequisite to all other courses in Sociology.

First and second semesters. —Two hours credit each.

*Significance of numbers, see page 36.

201—RURAL SOCIOLOGY*2 hours*

A survey of the sociology of rural life; the Psychology of rural life; rural social values; the rural standard of living. Definite problems are studied as: the rural family, the school, the church, health, recreation, and farmer towns—country relationships.

First semester. —Two hours credit.

Omitted in 1937-38.

202—URBAN SOCIOLOGY*2 hours*

A study of the location and growth of cities. Special attention is given to the social ecology of the city; the basis and nature of urban social types and urban social pathologies together with various corrective measures for social adjustment. Some significant consequences of urban growth and definite institutions of the urban population are considered.

Second semester. —Two hours credit.

Omitted in 1937-38.

211—THE AMERICAN RACE PROBLEM*2 hours*

The racial composition of the American population; racial conflict and accommodation; the theory of racial superiority; the growth of race consciousness; the role of the mulatto, and other phases of the racial problem in the American situation.

First semester. —Two hours credit.

212—IMMIGRATION & ASSIMILATION*2 hours*

A general survey of the history of immigration; the causes of migration; the cultural background of the immigrant; the influence of the presence of emigrants on American political, economic, and social institutions and the factors which effect the assimilation of the immigrant in American cultural life.

Second semester. —Two hours credit.

311—SOCIAL PSYCHOLOGY*3 hours*

A study of personality and social adjustment. The dynamic effects of social contacts upon human behavior. Same as Psychology 401.

First semester. —Three hours credit.

312—POPULATION & EUGENICS*3 hours*

A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and the problem of quality involved in the differential growth of the economic and social classes.

Second semester. —Three hours credit.

Omitted in 1937-38.

321—CRIMINOLOGY*3 hours*

The costs and causes of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal.

First semester. —Three hours credit.

322—SOCIAL PATHOLOGY

3 hours

A study of the causes, extent and the factors involved in social pathology. The care and treatment of the social inadequate; preventive agencies and methods.

Second semester. —Three hours credit.

411—THE FAMILY

3 hours

A historical survey of the background of the family. The psychology of family relationships and adjustments. The economic and social influences determining the changed status of the members of the family to each other. Factors causing family instability, and some suggestions for the conservation of the family.

First semester. —Three hours credit.

Omitted in 1937-38.

412—CHILD WELFARE

3 hours

A critical study of the various factors influencing the development of the child's personality and the analysis of the environmental and educational factors which may influence behavior. Special attention will be given to the volitional and the emotional development of the child and the acquiring of personal habits and social traits.

Second semester. —Three hours credit.

Omitted in 1937-38.

431, 432—SOCIAL RESEARCH

2 hours

A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports, and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor.

First and second semesters. —Two hours credit each.

Given on sufficient demand.

EDUCATION AND PSYCHOLOGY

EDUCATION

PROFESSOR BARNARD, SUPPLY INSTRUCTOR MRS. BARNARD

CRITIC TEACHERS

- Bragg, Theodore S. - History - B. S. Ball State Teacher's College
1928 - Upland High School
- Brownlee, Elizabeth - French - A. B. Earlham College 1925 - Marion
High School
- Lewis, Howard C. - Chemistry, English, History - A. B. Indiana
University 1926 - Upland High School
- McGeath, Delight - English - A. B. Western College for Women
1925 - Hartford City High School
- Nesbit, Esther E. - Music - B. Mus. in Ed. Illinois Wesleyan Uni-
versity School of Music 1930 - Hartford City High School
- Pearson, Helen R. - Mathematics - A. B., A. M. Indiana University
1926, 1931 - Hartford City High School
- Pugh, J. L. - Social Science - B. S. Ball State Teachers' College
1928 - Upland High School
- Sturgeon, Mrs. Daisy K. - English, Latin - A. B. Indiana University
1904; A. M. Chicago University 1915 - Upland High School
- Telle, George H. - Mathematics - A. B. Indiana University 1920
Hartford City High School
- Wilson, David - Mathematics - B. S. Ball State Teachers' College
1929 - Upland High School.

The Education Department of Taylor University is strictly a professional department which seeks to train teachers for both the intermediate grades and the high school under a wholesome and religious environment. The Department holds the point of view that Academic and Professional training of teachers should differ very little whether this training be in the Education Department of a Liberal Arts College or in a State Teachers College; consequently, there will be found in the Education Department of Taylor University more time and emphasis given to Observation and Student Teaching than is usually found in the Liberal Arts College. The Department further believes that all teachers should have as good a content background as possible, hence it requires the teacher-in-training to build up three content teaching fields.

The curricula provided for the training of teachers are:

1. A two-year Normal Curriculum for Intermediate Grade teachers.
2. A four-year Curriculum for high school teachers—leading to the A. B. degree; the B. S. degree; or the B. S. degree in Education.

The complete program for the two-year course as set up by the Education Department of the University and approved by the Indiana State Department of Education is as follows:

FIRST YEAR**First Semester**

| | |
|-------------------------------------|---------|
| English—Grammar & Composition... | 3 hours |
| General Mathematics (content) | 2 hours |
| Geography (content) | 2 hours |
| United States History | 3 hours |
| Elementary Psychology | 2 hours |
| Introduction to Education | 3 hours |
| Physical Education | 1 hour |

Second Semester

| | |
|---|---------|
| English—Grammar & Composition ... | 3 hours |
| Methods of Teaching Mathematics (Intermediate grades) | 2 hours |
| Methods of Teaching the Social Sciences (Intermediate grades) | 2 hours |
| United States History | 3 hours |
| Elementary Psychology | 2 hours |
| Principles of Teaching and Classroom Management (A minimum of 12 ob- servations required) | 3 hours |
| Physical Education | 1 hour |

SECOND YEAR**First Semester**

| | |
|---|---------|
| Educational Psychology | 3 hours |
| Observation of Teaching | 2 hours |
| Physiology & Hygiene | 2 hours |
| Reading and Phonetics | 2 hours |
| Bible—Old Testament Survey or Survey of English Literature | 3 hours |
| Plays & Games (Int. Gr.) | 2 hours |
| Public School Music (A minimum of 6 observations required) | 2 hours |
| Physical Education | 1 hour |

Second Semester

| | |
|---|---------|
| Methods of Teaching Language Activities | 2 hours |
| English—Children's Literature | 2 hours |
| Tests & Measurements | 2 hours |
| Bible—New Testament Survey or Survey of English Literature | 3 hours |
| Methods of Teaching Drawing and Art in Intermediate Grades | 2 hours |
| Nature Study | 2 hours |
| Student Teaching | 3 hours |
| Physical Education | 1 hour |

Students who have completed the two-year curriculum for the training of intermediate grade teachers and who desire to further pursue the teacher-training program, may have the work already completed apply directly toward the B. S. degree in Education and secure this degree by meeting the requirements set up for that degree.

**DESCRIPTION OF COURSES FOR TRAINING OF
INTERMEDIATE GRADE TEACHERS**

ENGLISH 101, 102—Freshman Composition 3 hours

For description of course see English Department.
First and second semesters. —Three hours credit each.

MATHEMATICS 151—General Mathematics 2 hours

A content course—emphasizes the fundamentals of Arithmetic.

First semester. —Two hours credit.

EDUCATION 102—Methods of Teaching Mathematics 2 hours

The course consists of a professionalized treatment of the subject matter of Arithmetic for the intermediate grades.

Second semester. —Two hours credit.

GEOGRAPHY 101—Human Geography 2 hours

This is a course in Human Geography which emphasizes the nature and distributions of the relationships between geographical environment and human activities and qualities.

First semester. —Two hours credit.

**EDUCATION 112—Methods of Teaching the Social
Sciences** 2 hours

This course embraces the teaching of Geography, History, and Civics in the intermediate grades.

Second semester. —Two hours credit.

BIBLE 211—Old Testament Survey 3 hours

For description of course see Bible Department.

First semester. —Three hours credit.

BIBLE 212—New Testament Survey 3 hours

For description of course see Bible Department.

Second semester. —Three hours credit.

ENGLISH 211, 212—Survey of English Literature 3 hours

For description of course see English Department

First and second semesters. —Three hours credit each.

PSYCHOLOGY 201-202—Elementary Psychology. 2 hours

For description of course see Psychology Department

First and second semesters. —Two hours credit each.

EDUCATION 211—Introduction to Education 3 hours

For description of course see Education Department.

First semester. —Three hours credit.

**EDUCATION 212—Classroom Organization and
Management** 3 hours

For description of course see Education Department

Second semester. —Three hours credit.

**PHYSICAL EDUCATION 101, 102—General Physical
Education** 1 hour

For description of course see Physical Education Department.

First and second semesters. —One hour credit each.

EDUCATION 341—Educational Psychology 3 hours

The purpose of the course is to give an understanding of the principles of psychology which are used in later courses of education and in good teaching.

First semester. —Three hours credit.

EDUCATION 242—Tests and Measurements 2 hours

This course is somewhat similar to Education 342, however, emphasis is given to tests in the intermediate grades. Second semester. —Two hours credit.

EDUCATION 251—Observation of Teaching 2 hours

It is generally agreed that human beings can and do learn through observation, consequently this principle is carried over into the school-room. The student will have the opportunity of observing good teaching in the grades for which he is preparing to teach.

First semester. —Two hours credit.

SCIENCE 251—Physiology and Hygiene 2 hours

In addition to giving some insight into this subject, the course is primarily related to the teaching of physiology in the intermediate grades.

First semester. —Two hours credit.

EDUCATION 231—Reading and Phonetics 2 hours

Much progress has been made in the field of reading within the past decade which should be available to the teacher. This course will bring much of this material to the attention of the teacher-in-training.

First semester. —Two hours credit.

HISTORY 101, 102—History of The United States 3 hours

For description of course see History Department.

First and second semesters. —Three hours credit each.

EDUCATION 261—Plays and Games in The Intermediate Grades 2 hours

This is a course in which the student learns plays and games suitable for children in the intermediate grades.

First semester. —Two hours credit.

MUSIC 231—Public School Music 2 hours

For description of course see School of Music—Music 231.

First semester. —Two hours credit.

EDUCATION 232—Methods of Teaching Language Activities 2 hours

A course in the teaching of Language in the intermediate grades

Second semester. —Two hours credit.

ENGLISH 252—Children's Literature 2 hours

This course offers opportunity for students to read and become acquainted with stories, poems, and factual material which is suitable for children. Standards for the choice of reading material will be presented.

Second semester. —Two hours credit.

EDUCATION 252—Student Teaching 3 hours

Under the supervision of a critic and supervising teacher, the student undertakes the responsibility of teaching in the intermediate grades in the local public school.

Second semester. —Three hours credit.

EDUCATION 222—Methods of Teaching Drawing and Art in The Intermediate Grades 2 hours

Materials and methods of Art suitable to children of this age level will be presented. Some personal skill will be demanded. Second semester. —Two hours credit.

SCIENCE 252—Nature Study 2 hours

The course deals with the materials and methods of teaching nature study in the intermediate grades. Field trips, study, lectures, reading, the collection and listing of materials will constitute the work of the course.

Second semester. —Two hours credit.

PHYSICAL EDUCATION 201, 202—

General Physical Education 1 hour

For description of course see Physical Education Department. First and second semesters. —One hour credit each.

DESCRIPTION OF COURSES FOR TRAINING OF HIGH SCHOOL TEACHERS

The curriculum for the training of high school teachers varies somewhat depending upon the subject-interest and preference of the student. This special like or dislike for a subject-field is important and should be taken into consideration in registering as a Freshman. While only general or survey courses should be taken in both the Freshman and Sophomore years, still one's preference or interest should determine whether he take English, Science, Bible, Physical Education, and Language the first year or whether Mathematics, or History, or Speech, or Music should be substituted for the Language. Certainly, one who has an interest in Language should be encouraged to continue Language study in college, however, the same is true with Science, or Mathematics, etc.

This subject-interest or preference will also have an important bearing on the specific degree the student decides upon. The difference in subject-matter requirements for each of the degrees should be studied and understood before the Freshman registers in the University. Information regarding the requirements for the Bachelor of Arts and the Bachelor of Science degrees are listed on pages 33 and 34. The requirements for the Bachelor of Science degree in Education are:¹

| | |
|--|----------------|
| English | 12 sem. hrs. |
| Psychology (General) | 4 sem. hrs. |
| Science (Laboratory) | 8-10 sem. hrs. |
| Bible | 6 sem. hrs. |
| Education | 24 sem. hrs. |
| A Teaching Major | 24 sem. hrs. |
| A Teaching Minor | 16 sem. hrs. |
| ² A Second Teaching Minor | 16 sem. hrs. |
| Physical Education | 4 sem. hrs. |
| ³ Electives | 8-10 sem. hrs. |

If one desires a high school certificate at the time he receives his Bachelor's degree, selection of the courses in this department

should be governed by the requirements of the student's home state. Our Indiana standard will meet the requirements of a number of states. Unless students desire it otherwise, courses are always arranged to meet the Indiana standard. It is highly important that students who desire to become teachers, make up their minds as early in their course as possible. Many who enter the Teacher Training curricula have their minds made up before they enter college. It is very often too late to begin in their Junior year. As soon as their minds are made up it is imperative that students keep in constant touch with the head of this department, who is the Director of Teacher Training in Taylor University.

Those students who desire to secure a high school teaching certificate in Indiana must work off twenty-four semester hours in each of two subject-matter or content teaching fields⁴ and take the following professional courses:⁵

| | |
|---|--------|
| Psychology (201-202) and Educational Psychology (Ed. 341) | 6 hrs. |
| Tests and Measurements (Ed. 342) | 3 hrs. |
| Secondary Education (Ed. 311) | 3 hrs. |
| Principles of Teaching in the High School (Ed. 312) | 3 hrs. |
| Methods in Two Teaching Subjects (Ed. 321 or 322) | 4 hrs. |
| *Student Teaching (Ed. 421 or 422) | 3 hrs. |

³Candidates for this degree must have completed one hundred twenty hours, with the standing of one hundred twenty quality points besides four credit hours in physical education.

²For Indiana teachers the minor must be raised to twenty-four hours.

⁴Obviously, if English or Science is one of the fields chosen for teaching the student would have more hours open in the elective field.

⁵It is urged that an additional teaching field of 15 hours be built up.

⁶These courses should be taken in the order listed.

⁷This course does not count on the A. B. degree, however, credit is given on the B. S. degree in Education.

Suggested schedule for those who desire to teach and to receive the B. S. degree in Education:

GROUP I

1. (a) English 101-102
(b) English 211-212
2. Bible 111-112 or 211-212
3. (a) Physical Education 101-102
(b) Physical Education 201-202
4. Psychology 201-202
5. Education

GROUP II

1. Language
2. Mathematics
3. Science
4. History
5. Home Economics
6. Speech
7. Sociology
8. Music

Freshman year—

- (a) Take 1a, 2, and 3a from Group I.
- (b) Choose any two or three courses in Group II to make total of 15 hrs.

Sophomore year—

- (a) Take 1b, 3b, 4, and 5 from Group I.
- (b) Continue with two of the fields chosen from Group II in Freshman year.
- (c) Choice of any other one in Group II, if necessary to complete program.

Junior year—

- (a) Choose Teaching Major and take one or two courses in this field.
- (b) Choose Teaching Minor and take a course in this field.
- (c) Choose a Second Teaching Minor and take a course in this field.
- (d) Take two courses throughout the year in Education.
- (e) Choose an elective if necessary to complete program.

Senior year—

- (a) Complete work in three teaching fields.
- (b) Complete required courses in Education.
- (c) Choose electives to meet the total hours required for graduation.

Taylor University is accredited for certification in the following departments: English, French, Latin, Mathematics, Science (Options I, II, and Option III in Chemistry and Biology), Social Science (Options I, II, and III), Speech and Music (regular certificate only). Courses in English, Social Science, Science and Music are designated in special bulletin in Education for license options.

***211—INTRODUCTION TO EDUCATION 3 hours**

This is a general survey course of the field of education and teaching. As its name implies, it introduces the students to the theory of education and principles underlying the same. The work is suitable to the needs of either the students preparing to teach or to those who do not desire to specialize in education.

First semester. —Three hours credit.

212—CLASSROOM MANAGEMENT 3 hours

In this course we deal with such topics as the following: Class membership and attendance, order and discipline, incentives, health of the pupil, grading and promotion, the curriculum, the daily program, the lesson assignment, supervised study, tests and measurements, formal and informal classes.

Second semester. —Three hours credit.

221—EDUCATIONAL SOCIOLOGY 2 hours

This course deals with education as a social process conditioned by social groups and institutions, social attitudes and values. It deals with the pupil as a member of various groups: the sociological basis of teaching and classroom organization. It also emphasizes the sociological aspects of the curriculum and the relation of the school to the community.

First semester. —Two hours credit.

Omitted in 1937-38.

*Significance of numbers, see page 36.

301—HISTORY OF EDUCATION**2 hours**

This course deals with growth of educational ideals in Europe. Emphasis is laid upon the political, social and economic conditions in so far as they have influenced the educational ideals of the times. The educational views of outstanding men like Socrates, Plato, Rabelais, Erasmus, John Calvin and others will be stressed. The influence of Christianity on Education will be discussed. The course will close with the influence of the Reformation.

First semester. —Two hours credit.

Omitted in 1937-38.

302—HISTORY OF EDUCATION IN THE UNITED STATES**2 hours**

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the high school and the development of the teaching profession; support and control of public education; the entire period of education from the earliest Colonial effort down to the present time is covered. Intended for those students who desire to know about the origin and development of education in the United States.

Second semester. —Two hours credit.

311—SECONDARY EDUCATION**3 hours**

In this course we make an effort to set forth the fundamental principles of secondary education. To do this we study briefly the secondary schools of Germany, England and France first and follow this with our own system. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the high school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in high school studies, and (9) comparison of results obtained.

First semester. —Three hours credit.

312—PRINCIPLES AND TECHNIQUE OF HIGH SCHOOL INSTRUCTION**3 hours**

General methods for teaching in the high school constitute an important part of this course. Principles that underlie the teaching of every high school subject are stressed more than particular methods or devices for each subject. The teaching technique is emphasized. Only those preparing to teach are advised to take this course.

Second semester. —Three hours credit.

321 or 322—THE METHODS OF TEACHING HIGH SCHOOL SUBJECTS

The following courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintance with selection, organization and presentation of methods of instruction of such subjects.

| | | |
|-------------------------------------|--------|--------|
| —Bi. The Teaching of Biology | T. Th. | 2 hrs. |
| —Ch. The Teaching of Chemistry | T. Th. | 2 hrs. |
| —En. The Teaching of English | T. Th. | 2 hrs. |
| —Fr. The Teaching of French | T. Th. | 2 hrs. |
| —HE. The Teaching of Home Economics | T. Th. | 2 hrs. |
| —La. The Teaching of Latin | T. Th. | 2 hrs. |
| —Ma. The Teaching of Mathematics | T. Th. | 2 hrs. |
| —Mu. The Teaching of Music | T. Th. | 2 hrs. |
| —Sp. The Teaching of Speech | T. Th. | 2 hrs. |
| —SS. The Teaching of Social Science | T. Th. | 2 hrs. |

331—CHILD PSYCHOLOGY*2 hours*

This course deals with the mind of the child from birth up to puberty. Such topics as the sensory life of the child, play, curiosity, imagination, memory, language, imitation, art, musical expression, moral nature, discipline, punishment and others will be subjects for study and class discussion. Members of the class will be asked to study some child for a period of time. Same as Psychology 331.

First semester. —Two hours credit.

332—ADOLESCENT PSYCHOLOGY*2 hours*

This course will survey the literature bearing upon adolescence. Recent scientific discoveries will be brought out in class. Special attention will be paid to the interests, abilities and instinctive tendencies of youth. Some emphasis will be placed upon the more important phases of mental hygiene in its bearing upon adolescence. Members of the class will be given an opportunity to participate in some problem which deals with the relation of the adolescent to some institution such as the home, school, church, sports and games. The purpose of this course is to furnish the teacher a better understanding of the physical, intellectual and emotional life of youth and his problems. Same as Psychology 332.

Second semester. —Two hours credit.

341—EDUCATIONAL PSYCHOLOGY*3 hours*

The purpose of this course is to give a better understanding of the principles of psychology which are used in later courses in Education. Some of the topics to be treated are learning, transfer of training, fatigue, effects of drugs, achievement testing and intelligence testing. The above topics will be related to teaching problems and the building up of a course of study. This course is required in most states for teacher certification. It is recommended for any student of education. Prerequisites, Elementary or General Psychology.

First semester. —Three hours credit.

342—TESTS AND MEASUREMENTS*3 hours*

This is an introductory course dealing with both standardized and informal new type tests. Problems involved in the building, administering, scoring and using, and interpreting the results of tests will be considered. Some attention will be given statistical methods to enable the student to classify data and to become familiar with some of the statistical terms.

Second semester. —Three hours credit.

401—PHILOSOPHY OF EDUCATION *2 hours*

An attempt is made in this course to present the educational theories of Dewey, Horne, Bode, Kilpatrick, and others. Conflicting excerpts from present and past educational philosophers will be studied from time to time, and each student led to form his own philosophy.

First semester. —Two hours credit.

402—PRINCIPLES OF EDUCATION *2 hours*

This course is planned to give the student an opportunity to develop attitudes of constructive criticism concerning educational aims, curricula, and methods.

Second semester. —Two hours credit.

Omitted in 1937-38.

412—SCHOOL ADMINISTRATION *3 hours*

This course includes a brief statement of state, county and city administration, including boards of education. The work and duties of the superintendent, principal and teachers are considered. Educators are recognizing the fact that classroom teachers should understand certain phases of administration in order that they may better understand the necessity of cooperation with the administrative officers of the school.

Second semester. —Three hours credit.

Given on sufficient demand.

421 or 422—SUPERVISED STUDENT TEACHING AND OBSERVATION *3 hours*

Under the direction of the critic teacher each student assumes for one semester a portion of the responsibility for the instruction, discipline and grading of one class in the high school of Upland, Matthews, Hartford City or in other high schools as there is need. The divisions of Education 421 or 422 are open to Seniors who have made a grade of C in Education. These students should have an average grade of C in the subject in which student teaching is to be done, and also in all Education courses taken prior to supervised student teaching. All such students should have credit for approximately 20 hours in the subject to be taught and be recommended by the department in charge of the subject. (These courses may be lengthened to meet 5 or 6 hour requirement of some states.)

First and second semesters. —Three hours credit each.

Credit given only on a B. S. degree in Education.

PSYCHOLOGY***201-202—ELEMENTARY PSYCHOLOGY** *2 hours*

This course deals with the fundamental principles of the science of psychology. At the same time it is made practical enough so that the student taking but a single course in this field may derive lasting benefit from it. Required of all college students and should be taken in the sophomore year.

First and second semesters. —Two hours credit each.

*Significance of numbers, see page 36.

301—MENTAL HYGIENE

3 hours

A survey of the principles of mental health, with reference to mental efficiency, social and emotional adjustment, and personality development. Prerequisites, Psychology 201-202.
First semester. —Three hours credit.

302—ABNORMAL PSYCHOLOGY

3 hours

A practical study of the nature of mental ill-health; its causes, means of prevention and the principal remedial techniques receive major attention. The course will be of special value to all who expect to engage in the education of the youth in either the field of secular or religious education. Prerequisites, Psychology 201-202.
Second semester. —Three hours credit.

311—PSYCHOLOGY OF LEARNING

2 hours

The economy and technique of the learning process from the theoretical and experimental point of view. A review of the experimental literature and theoretical considerations pertinent to important problems in the field of memory and learning. Prerequisites, Psychology 201-202.
First semester. —Two hours credit.
Omitted in 1937-38.

312—VIEWPOINTS IN PSYCHOLOGY

2 hours

A critical evaluation of the contemporary points of view in psychology, disputed theories, and a study of texts representative of modern tendencies. Prerequisites, Psychology 201-202.
Second semester. —Two hours credit.
Omitted in 1937-38.

331—CHILD PSYCHOLOGY

2 hours

The life of the child is studied from the genetic standpoint. Original nature, the dawn and development of meaning, the psychology of play, habits, and fears, the beginning of the religious consciousness, are some of the subjects treated. The course is planned for all teachers, whether in classroom, home or pulpit. Prerequisites, Psychology 201-202.
First semester. —Two hours credit.

332—ADOLESCENT PSYCHOLOGY

2 hours

The peculiar problems of the high school pupil in school, in society, in church, and home receive major attention. The study of the religious consciousness begun in the preceding course is continued. A study is made of the psychology of aesthetic appreciation. Prerequisites, Psychology 201-202.
Second semester. —Two hours credit.

341—PSYCHOLOGY OF THE AUDIENCE

3 hours

A course in applied psychology dealing definitely with a variety of organized situations in which one or more performers confront a group of auditors or spectators for the purpose of influencing them. The peculiar psychology of each type of audience is pointed out and the many reasons for the performer's success or failure are indicated. The course points out the various devices for arousing and maintaining the interest of the audience and the effective methods of producing

conviction. The influence of the audience on the performer is also analyzed. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

Omitted in 1937-38.

401—SOCIAL PSYCHOLOGY

3 hours

A study of fundamental human instincts; personality and social adjustment; interstimulation by communication, suggestion, imitation, discussion, and accommodation. A study of crowds, mobs, group opinions, group loyalties, group control and group agencies, leadership and social change. Prerequisites, Psychology 201-202.

First semester. —Three hours credit.

Omitted in 1937-38.

402—PSYCHOLOGY OF PERSONALITY

3 hours

The problem of personality has become one of dominant influence in scholastic, commercial, legal, and medical centers. Heredity, environment, temperament, instinct, emotion, habit, "drives," intelligence, and kindred subjects are carefully examined with a view to the extraction of any contribution they may make to this absorbing and puzzling subject. The problem of creating personality receives attention. Prerequisites, Psychology 201-202.

Second semester. —Three hours credit.

Omitted in 1937-38.

411—APPLIED PSYCHOLOGY

2 hours

This course will include a discussion of problems, methods, and results of psychology in the practical fields of medicine, law, education and industry and commerce.

First semester. —Two hours credit.

Omitted in 1937-38.

412—PSYCHOLOGY OF FEELING AND EMOTION

2 hours

This course aims to give insight and appreciation into this important, and somewhat neglected field of psychology. The various theories of feeling and emotion will be discussed together with the relationship of feeling and emotion to overt behavior.

Second semester. —Two hours credit.

Omitted in 1937-38.

ENGLISH AND SPEECH

PROFESSOR BENTLEY, ASSISTANT PROFESSOR ALLBRITTEN,
ASSISTANT PROFESSOR DENNIS

ENGLISH

PROFESSOR BENTLEY, ASSISTANT PROFESSOR ALLBRITTEN

Major in English: At least thirty semester hours. A major must include courses 101, 102, 211, 212. A minor consists of twenty-two semester hours and includes course 101, 102. The remaining courses should be selected so as to distribute the study as much as possible in the various periods of literature. Students majoring in English should take advance courses in at least one foreign language. It is recommended that English majors take English History, some work in philosophy, and in related fields of language and literature.

***101, 102—FRESHMAN COMPOSITION** **3 hours**

The technique of writing. Weekly themes. Papers based on observation and on suggested collateral readings. Required of Freshmen. This course is a prerequisite to all other courses in the department of English.

First and second semesters. —Three hours credit each.

101a—GRAMMAR

Required of all Freshmen who are found deficient upon taking the entrance test in Grammar. An examination will be given at the end of the semester, and all who pass will not be required to continue in the course.

First semester. —Two hours with no credit.

302—ADVANCED COMPOSITION **3 hours**

For students who have acquired some facility in writing and who need some practice in the technicalities of writing and the organization of ideas.

Second semester. —Three hours credit.

321-322—ENGLISH LANGUAGE **3 hours**

A historical and philosophical study of the development of the English language in derivation, phonetics, grammar, and idiom. First and second semesters. —Three hours credit each.

Omitted in 1937-38.

English Literature**211, 212—SURVEY OF ENGLISH LITERATURE** **3 hours**

A study of English literature and of literary history from Beowulf to the present. This course serves as an introduction to the advanced courses in English literature.

First and second semesters. —Three hours credit each.

221, 222—SURVEY OF AMERICAN LITERATURE **3 hours**

A study of American literature and of literary history from its beginning to the present.

First and second semesters. —Three hours credit each.

311—CLASSIC BACKGROUNDS OF ENGLISH LITERATURE **2 hours**

A study of some Greek and Roman classics in translation.

First semester. —Two hours credit.

312—MEDIAEVAL BACKGROUND OF ENGLISH LITERATURE **2 hours**

A study of some Mediaeval classics in translation.

Second semester. —Two hours credit.

331—MODERN DRAMA **3 hours**

A study of the trend of modern drama from Ibsen to the present.

First semester. —Three hours credit.

332—LITERARY CRITICISM **3 hours**

A study of the principles of criticism from Aristotle to the present.

Second semester. —Three hours credit.

*Significance of numbers, see page 36.

342—MODERN AMERICAN AND BRITISH POETRY 3 hours

A study of the technique and an interpretation of recent poetry.
Second semester. —Three hours credit.
Omitted in 1937-38.

351—POETICS**2 hours**

A study of the mechanics of poetry, with some writing of verse.
First semester. —Two hours credit.
Omitted in 1937-38.

352—THE SHORT STORY**2 hours**

A study of the origin and development of the form, with reading and some writing of typical stories.
Second semester. —Two hours credit.
Omitted in 1937-38.

401—MILTON**3 hours**

A study of Milton's poetry, with special attention to *Paradise Lost*.
First semester. —Three hours credit.

411—THE ENGLISH NOVEL**3 hours**

A study of the origin and development of the form, with reading of types.
First semester. —Three hours credit.

412—THE ROMANTIC POETS**3 hours**

A study of early nineteenth century poets, with special attention to Wordsworth, Coleridge, Byron, Shelley, Keats.
Second semester. —Three hours credit.

421—THE VICTORIAN POETS**3 hours**

A study of the poetry of the Victorian age, with special attention to Tennyson and Browning.
First semester. —Three hours credit.
Omitted in 1937-38.

422—THE ENGLISH ESSAY**3 hours**

A study of the English Essay from Bacon to the present.
Second semester. —Three hours credit.

**431—THE DEVELOPMENT OF THE ENGLISH
DRAMA****3 hours**

A study of the English drama from its origin to Shakespeare.
First semester. —Three hours credit.
Omitted in 1937-38.

432—SHAKESPEARE**3 hours**

A study of some of the representative dramas of Shakespeare.
Second semester. —Three hours credit.

442—CORRELATION AND HONORS COURSE**2 hours**

A study designed to correlate English courses previously taken, and to lead to research and a comprehensive examination. Required of English majors seeking honors.
Second semester. —Two hours credit.

SPEECH

ASSISTANT PROFESSOR DENNIS

***101-102—FUNDAMENTALS OF SPEECH** *2 hours*

A course in the principles of Speech. The aim of this course is to develop the voice and expressional powers so as to make them "fit instruments to serve the mind and soul." The speaking voice, diction, interpretation, outlining and delivery of speeches are stressed. This course is a prerequisite to all succeeding courses in Speech, except by permission of the head of the department.
First and second semesters. —Two hours credit each.

201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE *2 hours*

This course attempts to give the student the ability to grasp the meaning of some of the best literature and to express that meaning through voice and action.
First and second semesters. —Two hours credit each.

211—PLAY PRODUCTION *3 hours*

A course in the fundamentals of producing amateur dramatics. A brief survey of the development of dramatic art, practice in character interpretation, and directing of short plays.
First semester. —Three hours credit.

212—SHAKESPEARE *3 hours*

This course aims to give the student a fairly thorough knowledge of one or two plays of Shakespeare with the view of producing one publicly. In this way the student gets not only an understanding of the text but the ability to interpret the characters.
Second semester. —Three hours credit.

221—ARGUMENTATION AND DEBATE *3 hours*

A study of the principles of argumentation, evidence, proof, briefing and persuasive speaking. Class discussions on topics of current interest.
First semester. —Three hours credit.

222—INTERCOLLEGIATE DEBATING *1 hour*

A course for those who participate in intercollegiate debating only, with meetings at least once a week. Several intercollegiate debates are scheduled each season. 221 is prerequisite to this course except by permission of Dean and the Professor of Speech.
Second semester. —One hour credit.

301—SPEECH COMPOSITION *2 hours*

An advanced course in public speaking, with emphasis on the analysis of speech models and the preparation of speeches for special occasions. Extemporaneous speaking is encouraged.
First semester. —Two hours credit.
Omitted in 1937-38.

*Significance of numbers, see page 36.

sermons. Attention will also be given to the reading of the Scripture and of hymns.

First semester. —Three hours credit.

402—ADVANCED INTERPRETATION 3 hours

In this course the student will be expected to do some original work in interpretation and prepare for a public program. Only students who are outstanding in speech will be admitted to this class.

Second semester. —Three hours credit.

412—THE TEACHING OF SPEECH 2 hours

This course is open only to majors and those who expect to teach speech. It will consist in a review of the fundamentals of

302—THE ORATION 2 hours

A study of the great orators and their orations, and practice in the writing and delivery of original orations. This course offers an excellent training for those who expect to try out for the state contests.

Second semester. —Two hours credit.

Omitted in 1937-38.

311, 312—PRIVATE LESSONS 1 hour

In this course special attention is given to the individual student's needs in speech. This is required of all majors in speech.

First and second semesters. —One hour credit each.

401—SPEECH IN THE PULPIT 3 hours

A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of speech and a study of the problems and methods of teaching speech. Does not count on a major in speech.

Second semester. —Two hours credit.

Given on a sufficient demand.

421, 422—PRIVATE LESSONS 1 hour

This is a continuation of 311-312 but more advanced and is for majors in speech.

First and second semesters. —One hour credit each.

HISTORY AND POLITICAL SCIENCE

PROFESSOR OBORN, ASSISTANT PROFESSOR GEORGE EVANS

As a general rule, courses 101, 102 or 111, 112 are prerequisite to courses in the higher levels and students expecting to continue in the department should take those courses during their Freshman and Sophomore years. All students deciding to major in history must consult the head of the department concerning their further courses of study.

*101, 102—HISTORY OF THE UNITED STATES 3 hours

A progressive study of the social, political, and cultural development of the people of the United States from the period of the colonization to the present time. The first semester will carry the narrative as far as the Presidential campaign of 1860. The second semester will begin at that point and complete the story to the present day.

First and second semesters. —Three hours credit each.

*Significance of numbers, see page 36.

111, 112—HISTORY OF MODERN EUROPE 3 hours

A study of the social, political, and cultural history of modern Europe which begins with a brief consideration of the Renaissance and the Commercial Revolution, and traces the development of nationalism, the Reformation, and the modern states with a view to understanding the problems of the present era. The first semester is designed to carry the account up to 1789. The second semester will continue the narrative to the present time.

First and second semesters. —Three hours credit each.

201, 202—EUROPE IN THE MIDDLE AGES 2 hours

This course begins with a background survey of the Roman world and the German invasions and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce, and the revival of learning.

First and second semesters. —Two hours credit each.

211, 212—HISTORY OF ENGLAND 3 hours

A study of the entire course of English history from the earliest times to the present era. Special emphasis will be given to the social and political aspects of English development.

First and second semesters. —Three hours credit each.

301—HISTORY OF THE AMERICAN FRONTIER 3 hours

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis will be given to the social and economic factors that molded the frontier, and to the varied influence of the frontier upon the development of American civilization.

First semester. —Three hours credit.

302—AMERICAN ECONOMIC DEVELOPMENT 3 hours

A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation.

Second semester. —Three hours credit.

311—HISTORY OF LATIN AMERICA 3 hours

An investigation of the social and political development of the countries of Central and South America which will deal with their origins, their struggles for independence, and their international relations.

First semester. —Three hours credit.

Omitted in 1937-38.

312—HISTORY OF AMERICAN FOREIGN RELATIONS 3 hours

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time, which aims to acquaint the student with our foreign policies and diplomatic procedure.

Second semester. —Three hours credit.

Omitted in 1937-38.

321—GREEK HISTORY*3 hours*

A study of the history of the people of Greece, including the Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.

First semester. —Three hours credit.

322—ROMAN HISTORY*3 hours*

A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.

Second semester. —Three hours credit.

401-402—INTRODUCTION TO AMERICAN GOVERNMENT*2 hours*

A study of the foundations of American government will be followed by a survey of the national, state, and local governments and administration. The aim is to prepare the student for intelligent participation in American citizenship.

First and second semesters. —Two hours credit each.

411-412—INTERNATIONAL LAW*2 hours*

The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between enlightened nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law, international procedure for the settlement of conflict of claims, and the procedure by self-help for the enforcement of claims.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

MATHEMATICS AND PHYSICS

PROFESSOR DRAPER

MATHEMATICS

PROFESSOR DRAPER

Students expecting to major in Mathematics or Physics, and those preparing for scientific work, including engineering, should elect courses 111-112, 121, 122, in the freshman year. Course 211-212 is required for a major, and if Solid Geometry is not offered for entrance it must be taken in addition.

101—SOLID GEOMETRY2 hours*

The usual demonstrative work, with emphasis upon computation. Offered when necessary for those majoring in Mathematics. Does not count toward a major.

First semester. —Two hours credit.

111-112—COLLEGE ALGEBRA*2 hours*

This course begins with a review of the fundamentals adapted to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability.

First and second semesters. —Two hours credit each.

*Significance of numbers, see page 36.

121—PLANE TRIGONOMETRY**3 hours**

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms.

First semester. —Three hours credit.

122—ANALYTIC GEOMETRY**3 hours**

A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics. Prerequisites, Mathematics 111, 121.

Second semester. —Three hours credit.

211-212—DIFFERENTIAL AND INTEGRAL CALCULUS**4 hours**

Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the finding of areas, length of curves, and volumes. Prerequisites, Mathematics 111-112, 121, 122.

First and second semesters. —Four hours credit each.

222—SPHERIC TRIGONOMETRY**2 hours**

Solution of spherical triangles, with applications to the celestial sphere. Of especial value to those interested in Astronomy. Prerequisite, Mathematics 121.

Second semester. —Two hours credit.

Omitted in 1937-38.

221—SURVEYING**2 hours**

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 121.

First semester. —Two hours credit.

Omitted in 1937-38.

301-302—ASTRONOMY**2 hours**

A general course given for its cultural value. It includes a study of the solar system, the stars, and the use of star maps and of the telescope. Does not count toward a major.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

311—COLLEGE GEOMETRY**3 hours**

Advanced Geometry based on the Plane Geometry of the high school. It deals with the more recent developments in the field of Euclidean Geometry, and is of especial value to the prospective teacher. Prerequisite, Mathematics 122.

First semester. —Three hours credit.

312—MATHEMATICAL THEORY OF INVESTMENT**3 hours**

Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world. Prerequisite, Mathematics 122.

Second semester. —Three hours credit.

321—SOLID ANALYTIC GEOMETRY**3 hours**

A study of the coordinate geometry of lines, planes, curves, and surfaces in three-dimensional space. Prerequisite, Mathematics 211-212.

First semester. —Three hours credit.

331—THEORY OF EQUATIONS**2 hours**

Complex numbers, determinants solution of cubic and biquadratic equations, relations between roots and coefficients of an equation and related topics. Prerequisite, Mathematics 211-212.

First semester. —Two hours credit.

Omitted in 1937-38.

401, 402—ADVANCED COLLEGE ALGEBRA**2 hours**

A more thorough study of series, determinants, partial fractions, permutations, combinations, probability, and other topics selected according to the class. Prerequisite, Mathematics 211-212.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

422—PROJECTIVE GEOMETRY**3 hours**

Projection and section applied to geometric figures, the principle of duality, cross ratio, and various theorems, such as the Pascal and Brianchon, are studied. Prerequisite, Mathematics 211-212.

Second semester. —Three hours credit.

431-432—DIFFERENTIAL EQUATIONS**2 hours**

An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 211-212.

First and second semesters. —Two hours credit each.

Omitted in 1937-38.

PHYSICS

PROFESSOR DRAPER

211-212—GENERAL PHYSICS*5 hours**

Mechanics, sound, heat, light, electricity, and magnetism. Three lectures and four hours laboratory work per week.

First and second semesters. —Five hours credit each.

321—MODERN DEVELOPMENTS IN PHYSICS**3 hours**

A study of the recent discoveries as to the nature of matter. It includes a study of the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter. Prerequisite, Physics 211-212 and Mathematics 122.

First semester. —Three hours credit.

322—LIGHT**3 hours**

A study of the phenomena of light, including optics, dispersion, interference, diffraction, refraction and polarization, with a consideration of some of the theories dealing with the nature of light. Prerequisite, Physics 211-212 and Mathematics 122.

Second semester. —Three hours credit.

*Significance of numbers, see page 36.

MODERN LANGUAGES—FRENCH AND GERMAN

PROFESSOR FENSTERMACHER, ASSOCIATE PROFESSOR GIBSON

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two years study of each is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

FRENCH

PROFESSOR GIBSON

***101-102—BEGINNING FRENCH** *4 hours*

As grammar is the foundation of any language, one aim of the first year's study is to gain a clear understanding of the relation of words in the sentence. An important aim for Americans is to obtain a reading knowledge of the language. Still another aim is to become familiar with the spoken language. These attainments will be aided by oral drill, by reading in class and outside, by memorizing easy poems and sentences, and by dictation. Phonetics will serve as an aid to correct pronunciation.

First and second semesters. —Four hours credit each.

201-202—SECOND YEAR *3 hours*

Advanced work in grammar and review. Composition and conversation. Reading of French prose of average difficulty, such as Jules Verne: *Le Tour du Monde en Quatre-vingts Jours*; Dumas: *Le Comte de Monte-Cristo*; Bordeaux: *La Peur de Vivre*; Pargment: *La France et les Français*. The texts change from year to year. Reports on outside reading are given throughout the year. Prerequisite, Course 101-102 or two years of high school French. First and second semesters. —Three hours credit each.

301, 302—SEVENTEENTH CENTURY LITERATURE *3 hours*

The Classical Period. Intensive study of the plays of Corneille, Moliere, and Racine. Collateral readings from these and other writings during the reign of Louis XIV with written reports. Grammar review and exercises to aid in correct use of the language. Alternates with Course 311, 312. Prerequisite, Course 201-202.

First and second semesters. —Three hours credit each.
Omitted in 1937-38.

311, 312—NINETEENTH CENTURY LITERATURE *3 hours*

A critical study of Dumas pere, Dumas fils, Victor Hugo, Alfred de Musset, and George Sand. Collateral readings and reports from these and other writers of the century. Alternates with Course 301, 302. Prerequisite, Course 201-202.

First and second semesters. —Three hours credit each.

*Significance of numbers, see page 36.

- 321—PHONETICS AND DICTATION** *2 hours*
 International system. Text, Knowles and Favard: Perfect French Pronunciation, Prerequisite, Course 201-202.
 First semester. —Two hours credit.
 Omitted in 1937-38.
- 322—CONVERSATION** *2 hours*
 Conversation and grammar review. Text, Knowles and Favard: Grammaire de la Conversation. Prerequisite, Course 201-202.
 Second semester. —Two hours credit.
 Omitted in 1937-38.
- 331-332—CONTEMPORARY WRITERS** *2 hours*
 Alternates with Course 321, 322. Offered on sufficient demand. Prerequisite, Course 201-202.
 First and second semesters. —Two hours credit each.
- 401-402—SURVEY COURSE IN FRENCH LITERATURE** *2 hours*
 From the Renaissance to contemporary writers. Text, Harper's French Anthology. Alternates with Course 411-412. Prerequisite, Course 301, 302 or 311, 312.
 First and second semesters. —Two hours credit each.
- 411-412 GRAMMAR AND ADVANCED COMPOSITION** *2 hours*
 Especially for those who have a major in French and for prospective teachers. Prerequisite, Course 301, 302 or 311, 312.
 First and second semesters. —Two hours credit each.
 Omitted in 1937-38.

GERMAN

PROFESSOR FENSTERMACHER

- *101-102—BEGINNING GERMAN** *4 hours*
 Drill upon connected pronunciation and the rudiments of grammar; conversation and the training of the ear as well as of the eye. German is used in much of the class room instruction. During the year several hundred pages of easy prose are read.
 First and second semesters. —Four hours credit each.
- 201-202—INTERMEDIATE GERMAN** *3 hours*
 Grammar review. Intensive and extensive reading. Composition. Prerequisite, German 101-102 or two years of high school German.
 First and second semesters. —Three hours credit each.
- 301—GOETHE** *3 hours*
 A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite, German 201-202.
 First semester. —Three hours credit.
 Second semester. —Three hours credit.
 Omitted in 1937-38.
- 302—SCHILLER** *3 hours*
 A brief introduction to the life and works of Schiller. An intensive study of one or more of his works.
 Omitted in 1937-38.
 *Significance of numbers, see page 36.

321—GERMAN ROMANTICISM**3 hours**

A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202. First semester. —Three hours credit.

322—LATE NINETEENTH CENTURY GERMAN LITERATURE**3 hours**

A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202.

Second semester.—Three hours credit.

331, 332—SCIENTIFIC GERMAN**2 hours**

Reading of material relating to various sciences. Open only to students in combined courses or majoring in science. Does not count toward major or minor. Prerequisite, German 201-202.

First and second semesters.—Two hours credit each.

PHYSICAL EDUCATION

DIRECTOR A. W. HOWARD, ASSISTANT PROFESSOR ALLBRITTEN

The aim of this department is to contribute to the education of the individual so that he may develop into a well balanced physical, mental, moral, and social being so that he can better serve himself and his fellowmen.

An organized program of intramural athletics is carried on throughout the year. As a rule the teams are selected on a class basis. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: Tennis, basket ball, softball, track. And the following recreational sports: Volleyball, ping-pong, aerial dart, shuffleboard, and horseshoes.

The college promotes a limited program of intercollegiate athletics as a factor in the activities of a modern college. It fosters high standards of scholarship and sportsmanship for all those that participate. Intercollegiate contests are held in basket ball, baseball, track and tennis.

A physical examination is required of all new students and of all those who take part in athletics. There is no extra charge for this examination. An examination card filled out and signed by the home physician making a satisfactory report as to eyes, ears, nose, throat, heart, lungs, general health, etc., will be accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work a signed statement to that effect from a physician must be filed in the Dean's office in order to be excused. In such case other prescribed work must be taken.

A white gym shirt, trunks, sweat shirt, and a pair of basket ball shoes are regulation equipment for men. The regular department shirt should be bought if at all possible. It can be secured only upon the campus.

A blue, one-piece suit of Indian Head material and a pair of

basket ball shoes are regulation equipment for women. Any part or all of your equipment may be obtained after arrival.

101, 102—GENERAL PHYSICAL EDUCATION 1 hour

Required of all Freshman men. Physical ability tests, exercises, sports, and recreational games.

First and second semesters. —One hour credit each.

Required of all Freshman women. Free exercises, tactics, and games.

First and second semesters. —One hour credit each.

201, 202—GENERAL PHYSICAL EDUCATION 1 hour

Required of all Sophomore men. Sports and recreational games. A continuation of Physical Education 101, 102. Each quarter a list of games is presented from which each man is to select one to play that quarter. A different game must be selected each quarter. The games include: Touch football, track, tennis, basket ball, softball, volleyball, pingpong, aerial dart, shuffleboard, and horseshoes.

First and second semesters. —One hour credit each.

Required of all Sophomore women. Free exercises, tactics, and games. A continuation of Physical Education 101, 102.

First and second semesters. —One hour credit each.

An extra fee is charged if delayed until the junior or senior year.

Pre-Professional Courses

Students doing work of the content as that of Purdue University and other technical institutions will receive full credit for same. Many men who are specialists in these technical fields feel that two years of such work may well be taken in the small college on account of the personal contacts and the enriching of the life of the student. In the atmosphere here the student is not lost in the crowd, but knows personally his fellow-students and has a vital contact with the members of the staff.

PRE MEDIC COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering a pre medic course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance of that school. Students expecting to enter a Medical school should make an average grade of B as the Medical schools require high scholastic work as one of their conditions for entrance.

The following outline of required courses will aid the student in the arrangement of his course of study.

Freshman Year

| | |
|-----------------------------------|----------|
| English 101-102 | 6 hours |
| German or French | 8 hours |
| Chemistry 201-202 | 10 hours |
| Mathematics 121 | 3 hours |
| Elective (second semester) | 3 hours |
| Physical Education 101, 102 | 0 hours |

Sophomore Year

| | |
|-----------------------------------|---------|
| English 211, 212 | 6 hours |
| German or French | 6 hours |
| Chemistry 301 | 5 hours |
| Chemistry 302 | 5 hours |
| Biology 201-202 | 8 hours |
| Physical Education 201, 202 | 0 hours |

Junior Year

| | |
|--------------------------------------|-----------|
| German or French (if required) | (6) hours |
| Chemistry 401-402 | 8 hours |
| Biology 311-312 | 6 hours |
| Biology 331-332 | 4 hours |
| Psychology 201-202 | 4 hours |
| History 101, 102 or 111, 112 | 6 hours |
| Sociology 101-102 | 4 hours |

Senior Year

| | |
|-----------------------|----------|
| Bible 111, 112 | 6 hours |
| Physics 211-212 | 10 hours |
| Biology 431-432 | 4 hours |
| Electives | 10 hours |

Electives; Biology 362 and Chemistry 411-412 are very desirable electives. Other desirable electives are: Economics; Philosophy; Political Science; Mental, Abnormal and Social Psychology and Speech.

PRE ENGINEERING COURSE

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good grades, for usually a grade of D will not receive credit.

The following are the courses which should be followed for the two years for mechanical engineering. These courses will vary some for the other professions. The student should consult the dean of the college before registering since variation may occur owing to the specific requirements of the school the students desire to enter.

First Year

| | |
|--|-------------------|
| English 101-102 | 6 semester hours |
| Chemistry 201-202 | 10 semester hours |
| Mathematics 111-112 and 121, 122 | 10 semester hours |
| History 111, 112 | 6 semester hours |
| Physical Education 101, 102 | 0 semester hours |

Second Year

| | |
|-----------------------------------|-------------------|
| English 211 or 221 | 3 semester hours |
| Mathematics 211-212 | 8 semester hours |
| General Physics 211-212 | 10 semester hours |
| Economics 201-202 | 6 semester hours |
| Speech 101-102 | 4 semester hours |
| Physical Education 201, 202 | 0 semester hours |

PRE-NURSING COURSE

Arrangements have been made with the Methodist Episcopal Hospital of Indianapolis by which young women who have completed ninety-five hours of academic work including Physical Education in Taylor University and have made as many quality points may transfer to the Methodist Episcopal Hospital school of nursing and receive the Bachelor of Arts or Bachelor of Science degree from Taylor University after completing twenty-seven months of the professional nurse's course. The student's course must include certain prescribed academic courses; a minimum of twenty hours of a major and a minimum of sixty hours must be earned in residence at Taylor University.

There are some reasons why this combined course should appeal to prospective nurses. In some cases young women graduate from high school before they have reached the age that they may be admitted to a nurses training school; therefore these years may be profitably spent in laying the foundation for a special line of work. After their college course should the student not desire to take up nurse's work she has a foundation upon which by careful selection of other courses she may finish college and enter another chosen profession.

THE PRESCRIBED ACADEMIC COURSES ARE AS FOLLOWS:**Freshman Year**

| | |
|-------------------------|--------------|
| English 101-102 | 6 hours |
| Biology 201-202 | 8 hours |
| Language | 6 or 8 hours |
| Bible | 6 hours |
| Sociology 101-102 | 4 hours |
| Phy. Ed. 101, 102 | 0 hours |

Sophomore Year

| | |
|--------------------------|----------|
| Psychology 201-202 | 4 hours |
| Chemistry 201-202 | 10 hours |
| Biology 311-312 | 6 hours |
| Language | 6 hours |
| Electives | 4 hours |
| Phy. Ed. 201, 202 | 0 hours |

Junior Year

| | |
|--------------------------|---------|
| English Literature | 6 hours |
| Biology 331-332 | 4 hours |
| Chemistry 401-402 | 8 hours |
| History | 6 hours |
| *Language | 6 hours |
| Electives | 8 hours |

Electives may be selected from the following:

| | |
|--|---------|
| Speech (Fundamentals) | 4 hours |
| Home Econ. Foods & Nutrition | 6 hours |
| Biology (Embryology) | 4 hours |
| Psychology (Mental Hygiene and Abnormal Psych.) | 6 hours |

*If two units of language are not offered for entrance, three years study of the same language is required. "After the six semesters of college work, the student is transferred to the school of nursing on the same basis as the other students, except that the services are shortened in the various departments."

Alumni Directors

Rev. Roy Knight, President
Upland, Indiana

Ernest Giggy, Vice-President
Losantville, Indiana

Miss Iris Abbey, Secretary
Upland, Indiana

Dr. Harlowe Evans, Treasurer
Upland, Indiana

George Lee
Westfield, Indiana

Rev. B. D. Nysewander
Parker, Indiana

Rev. Alva Beers
Crestline, Ohio

School
of
Music

FACULTY

School of Music

- ROBERT LEE STUART, D.D.
President (1931)*
- J. ARTHUR HOWARD, A.M.
Dean (1926)
- THEODORA BOTHWELL, Mus. M.
Director of School of Music, Piano and Organ (1922)
Syracuse University, Mus. B.; Bush Conservatory, Mus. M. Pupil of Mme. Julie Rive-King.
- RAYMOND F. KREINER, Mus. B.
Voice (1934)
Cornell College, Mus. B. Attendance, Teachers' Conference, Chicago, summer 1934.
- GEORGE FENSTERMACHER, A.M.
Violin (1922)
Taylor University, A.B.; University of Chicago, A.M., Pupil of Walter Logan, Cleveland; Pupil of Richard Czerwonky, Bush Conservatory, Chicago.
- SADIE L. MILLER
Piano (1910)
Taylor University, Diploma in Piano.
- *The year of appointment is given after each name.

School of Music

Taylor University School of Music is maintained for the purpose of providing higher education in Music, and to this end to bring the best methods and equipment for Music study into coordination with the stimulating environment of college life and the wholesome influence of the college community.

The work of the School is planned to develop substantial workmanship. The scheme of instruction is comprehensive and thorough, and the courses offered are designed to give the student knowledge in both Theoretical and Applied Music.

Furthermore, the close relation between the college and the School of Music permits the students in Music to take some of the work leading to a degree in Music in the college and thus enables them to have the benefit of the superior instruction received in the college.

The requirements for admission to the school are briefly stated: moral character, evidences of musical ability, and general intelligence and a serious purpose. The degree of advancement does not affect a student's admission, but does affect his classification.

Equipment

All music work is taken in Helena Music Hall. This building contains Shreiner Auditorium, which seats about 500, and which is equipped with a large stage, a concert grand piano, and a large three manual organ. The music hall also contains fifteen practice rooms, two class rooms, nineteen practice pianos, a grand piano, pedal piano, small practice organ. The Victrola and an excellent library of records supplement the work in music history and in public school music. The music section of Mooney Library is noteworthy.

COURSES OF STUDY

Bachelor of Music

Taylor University offers the Bachelor of Music degree for those wishing to specialize in Music. The student must be a graduate of a standard high school if he expects to major in the department and receive a degree. Candidates for this degree who select as a major study Piano, Organ, Voice, or Violin, are required to pursue a second study for three years. As Piano is invaluable as a means of musical culture, one of the second studies must always be on that instrument. The major study will extend through a period of at least four years with studies in Theory for three years. During the Junior and Senior years, recitals must be given in the major study.

Public School Music

Music may be taken as one of the majors toward the degree of Bachelor of Science in Education. The course is approved by the Indiana State Department of Education.

Bachelor of Arts with Major in Music

This course is recommended for the student who has aptitude in music. It has the advantage that, if during the course, the student finds himself leaning toward some other profession, he can change courses without great loss of credit. It is particularly adapted to those students who desire a strong cultural knowledge of music.

This major must combine both theoretical and applied music. Applied music is offered in Piano, Organ, Voice, and Violin. It is expected that in Piano and Violin the student will have at least fourth grade proficiency before taking up this field of study. A high standard of work in applied music is demanded. A minimum of 30 semester hours is required for this major. For outline of requirements for this major see page 90.

COURSES OF STUDY LEADING TO THE BACHELOR OF MUSIC DEGREE

PIANO

Instruction in piano playing involves a special adaptation to the needs of each individual pupil. While technical foundation is insisted upon, musical feeling is cultivated from the outset. The courses indicated below are not arbitrary, but indicate the amount and character of the work that the student is expected to cover for his Music degree. Credit will be given for equivalent work pursued elsewhere prior to entering the college.

In adopting the plan outlined in the following courses Taylor University School of Music attempts to give definite classification in a music course as early as possible, but with the distinct understanding that the credits indicated in the Junior and Senior years can be given to those only who have fulfilled so well all the requirements that they have received junior classification by special vote of the faculty of the School of Music. This classification received, the student's courses are credited as earned in the usual way. If for any reason a student fails to receive junior classification in his third year, his credit in Theory and other classes will be counted, but no further credit for practical music will be given until this classification is attained. On the other hand, a student who is so advanced in music as to receive junior classification the second year, thereby receives advanced credit and may be able to finish the course in three years.

Applicants for admission to the course in Piano which leads to the Bachelor's degree in Music, will be expected to play music in the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47, easier Songs Without Words by Mendelssohn, and major and minor scales.

First Year

Technic: Czerny, op. 299; Bach, Two and Three Part Inventions; Haydn, Mozart or easier Beethoven Sonatas; romantic and modern pieces.

Second Year

Technic: Czerny, op. 740; Bach, Three Part Inventions and numbers from Suites; Beethoven Sonatas of medium grade; romantic and modern pieces.

Third Year

Technic: Cramer studies; Bach, Well-tempered Clavichord; Beethoven Sonatas; romantic and modern pieces. Junior recital.

Fourth Year

Technic: Clementi studies, Chopin etudes; one concerto; romantic and modern pieces. Senior recital.

ORGAN

The three manual Tellers-Kent Organ provides an excellent means for the study of the organ. The course of instruction in this department of the School of Music is planned to develop a finished technique, and to give an adequate knowledge of organ literature, so that the student will know what to use and how to use it in playing and teaching. The church service and its requirements are always kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. Students making the organ a major study are required to take piano as a second study.

First Year

Preparatory work in Stainer or Clemens; Bach, Chorale Preludes and Little Preludes and Fugues; Easy Pieces. Hymn playing.

Second Year

Scale studies: Trios for Manuals and Pedals; Bach, Chorale Preludes, Bach, Fugues; Mendelssohn, Second Sonata; Pieces. Hymn playing.

Third Year

Bach, Chorale Preludes; Bach, Fugues; Mendelssohn, Third Sonata; Franck, Piece Heroique; Pieces. Junior recital.

Fourth Year

Bach, Chorale Preludes; Bach, Fugues; Vierne, Symphony; Widor, Symphony; Pieces. Senior recital.

VOICE

Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.

Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

All vocal students are required to sing in the Choral Society.

COURSES IN VOICE TRAINING**First Year**

Diaphragmatic breathing, exercises for breath control and tone placement from Vaccai, Sieber and Randegger, Concone op. 9—Easy songs.

Second Year

Continued work in vocal technique, studies from Concone, Panofka, Marchesi. More difficult sacred and secular songs.

Third Year

Exercises in rapid scales, trills and arpeggios. Studies from various masters. Recitative and arias from the easier oratorios and German and English songs.

Fourth Year

Advanced vocal technique and studies, difficult songs. Study of Coloratura, Oratorio and Operatic arias in Italian, German and English.

VIOLIN

Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the violin. Great care is taken in the development of the bow arm, in order to attain the freedom and ease in its use which modern violin composition requires. Quality of work is of greater consideration than quantity. Throughout the course careful attention is given to the development of a broad pure tone, careful intonation, and a mental understanding of what is being studied. Great emphasis is placed on habits and methods of practice.

While the studies given are always suited to the need of the individual pupil, the following outline is suggestive of the work done.

First Year

Schradieck's Technics, Part I, Kayser op. 20, Books I, II, III. Major scales in two octaves. Solos with piano accompaniment by Dancla, Sitt, Bohm, etc.

Second Year

Schradieck's Technics, Kreutzer and Dont etudes, Sevcik trill and bowing studies. Major scales through two octaves, including the first five positions. Simple major arpeggios. Solos with piano accompaniment by Ries, Raff, Godard, Thome, etc.

Third Year

Etudes by Kreutzer, Sevcik bowings, Schradieck's scale and double stop studies. Three octave arpeggios through all keys. Solos and concertos by Viotti, de Bériot, Hauser, Handel, Wieniawski, etc.

Fourth Year

Etudes and studies by Rode, Fiorillo, Sauret, etc. Sonatas by Handel, Bach, Grieg. Solos and concertos by Wieniawski, Mendelssohn, Bruch, Spohr, etc.

MODEL COURSE FOR PIANO, ORGAN, VOICE OR VIOLIN MAJOR

First Year

| | Semester hours |
|----------------------------------|----------------|
| Major Study | 12 |
| Minor Study | 4 |
| Music 121, 122 | 4 |
| Music 131, 132 | 4 |
| English 101, 102 | 6 |
| Recitals | 2 |
| Physical Training 101, 102 | 0 |
| Total | 32 |

Second Year

| | |
|----------------------|----|
| Major Study | 12 |
| Minor Study | 4 |
| Music 201 | 2 |
| Music 202 | 2 |
| Bible 111, 112 | 6 |
| Music 111, 112 | 4 |
| Recitals | 2 |
| Total | 32 |

Third Year

| | |
|---|----|
| Major Study | 12 |
| Minor Study | 4 |
| Music 301 | 2 |
| Music 222 | 2 |
| Modern Language or English 211, 212 | 6 |
| Music 311, 312 | 4 |
| Recitals | 2 |
| Total | 32 |

Fourth Year

| | |
|--|----|
| Major Study | 12 |
| Minor Study (or elective) | 4 |
| Recital in Major | 4 |
| Music 401, 402 | 4 |
| History 111, 112 or Modern Language | 6 |
| Recitals | 2 |
| Total | 32 |

Vocal students are required to sing in the college Chorus during entire course.

Violin students are required to play in the college Orchestra during entire course.

*Required in piano, organ and voice majors. Violin majors substitute Ensemble Playing (Music 321, 322).

OUTLINE FOR TEACHER'S CERTIFICATE IN MUSIC

This work is required for Indiana Certification. Students from other states will follow outline with slight variations.

- A. Theoretical and Applied 12 semester hours
 - *Piano and Voice 4 semester hours
 - Music 121, 122 4 semester hours
 - Music 111, 112 4 semester hours
- B. Methods 12 semester hours
 - Music 131, 132 4 semester hours
 - Music 331-332 4 semester hours
 - Music 401, 402 4 semester hours
- C. Professional methods 2 semester hours
 - Music 342 2 semester hours

*1 lesson each week and 1 hour daily practice give 1 semester hour of credit.

Students taking music as a license subject are strongly urged to elect additional semester hours in theoretical and applied music. This to be done after conference with Director of Music School.

OUTLINE FOR MUSIC MAJOR ON BACHELOR OF ARTS DEGREE

A minimum of 30 semester hours is required, but if this course will permit, the student may take additional hours on the major.

A. Required Courses:

- I. Theoretical 18 semester hours
 - Music 111, 112 4 semester hours
 - Music 121, 122 4 semester hours
 - Music 131, 132 4 semester hours
 - Music 201 2 semester hours
 - Music 202 2 semester hours
 - Music 222 2 semester hours

- II. Applied (Piano, Organ, Voice or Violin) 1 lesson each week and 1 hour of daily practice for four years.
6 to 8 semester hours
(1 lesson and 1 hour of daily practice give 1 semester hour credit.)

3. Electives:

- A minimum of four semester hours selected from this group.
 - Music 301 2 semester hours
 - Music 302 2 semester hours
 - Music 311-312 2 semester hours
 - Music 351-352 2 semester hours

Courses of Instruction

Courses 111, 112; 121, 122; 201, 202; 222; 301 and 302 are accepted for credit in the College of Arts and Sciences, up to the limit of hourage

***100—NORMAL TRAINING IN PIANO** *2 hours*

Preparation for teaching Piano.

First semester. —Two hours credit.

101, 102—ELEMENTARY MUSIC TRAINING

A course especially designed for ministerial students and Christian workers, and for those whose early musical education may have been neglected. This course covers work in elementary ear training, sight singing, notation and terminology.

First and second semesters. —Two hours—no credit.

111, 112—HISTORY AND APPRECIATION OF MUSIC *2 hours*

This course may be described as music appreciation with a historic basis; the aim of the course not being to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations are given of every school and phase of musical development, by the teacher and with aid of the victrola. Required for graduation in Music and for a Teacher's Certificate in Public School Music.

First and second semesters. —Two hours credit each.

121, 122—FIRST YEAR HARMONY *2 hours*

Music notation, keys, scales, intervals, chord connection, part writing, chords of the seventh, modulation, original work. Required for graduation in Music.

First and second semesters. —Two hours credit each.

131, 132—EAR TRAINING AND SIGHT SINGING *5 hours*

Required for graduation in Music.

First and second semesters. —Two hours credit each.

201—ADVANCED HARMONY *2 hours*

Transposition, chromatically altered chords, enharmonic changes, suspension, retardation, anticipation, embellishment, pedal point, original composition in all musical forms. Required for graduation in Music.

First semester. —Two hours credit.

202—HARMONIC ANALYSIS *2 hours*

The analysis of illustrative passages of harmony from all schools of composition. Required for graduation in Music.

Second semester. —Two hours credit.

222—FORM *2 hours*

Elements of music form from the motive and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation in Music.

Second semester. —Two hours credit.

*Significance of numbers, see page 36.

231—SCHOOL MUSIC METHODS FOR GRADE TEACHERS**2 hours**

Materials and methods for primary and intermediate grades. Teaching of songs. Music appreciation. A minimum of six observations required. This course is designed for those teachers who desire a two-year certificate for teaching in the intermediate grades.

First semester. —Two hours credit.

301—SIMPLE COUNTERPOINT**2 hours**

Two, three and four-part writing in the various species. Required for graduation in Music.

First semester. —Two hours credit.

302—COUNTERPOINT**2 hours**

Advanced studies in four-part double counterpoint, five to eight-part writing.

Second semester. —Two hours credit.

311, 312—KEYBOARD HARMONY**2 hours**

Practical application at piano of work done in Music 121, 122, 201. Required for graduation in Music with a piano, organ or voice major.

First and second semesters. —Two hours credit each.

321, 322—ENSEMBLE PLAYING**2 hours**

This course is divided into two parts. Three hours are given to playing in string ensembles, such as violin trios and quartets, string quartets, etc. The three remaining hours are given to playing principal sonatas for violin and piano, or in rehearsing with various orchestral combinations. Required for graduation in Music with violin major.

First and second semesters. —Two hours credit each.

331-332—SCHOOL MUSIC METHODS**2 hours**

Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation.

First and second semesters. —Two hours credit each.
Omitted in 1937-38.

342—PROFESSIONAL METHODS**2 hours**

Testing and classification of voices, disciplinary problems, school assemblies, contest judging, tests, and measurements. Professional relationship.

Second semester. —Two hours credit.

351-352—MUSIC IN THE HISTORY OF THE CHURCH**2 hours**

This course is offered to students who are preparing for active Christian work. It comprises the study of hymns and tunes of the various epochs in the history of the Christian Church. Opportunity is given for the discussion of the problems to be met in the music of the present day church. Required of students majoring in Organ.

First and second semesters. —Two hours credit each.

401—CONDUCTING*2 hours*

Technic of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation in Music and for a major in Public School Music First semester. Two hours credit.

402—ORCHESTRATION*2 hours*

Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra. Required for graduation in Bachelor of Music courses and for a major in Public School Music. Second semester. —Two hours credit.

TRAINING COURSE FOR EVANGELISTIC SINGERS

Taylor University offers to those who are preparing for leadership in Evangelistic Singing a practical training course which includes Sight Singing and Ear Training, Harmony, Music in the History of the Church, Conducting, Bible, Voice.

The course carries two years of work. All students who undertake this course must maintain a high standard of musicianship.

MUSICAL ORGANIZATIONS**Orchestra**

The college Orchestra affords an opportunity for those in the school who play orchestral instruments to obtain experience in ensemble playing. This organization gives a concert in the fall of each year and is one of the features of the Commencement season. Those wishing to apply for entrance into the Orchestra should make their desire known to the leader during the first week of the first semester.

Quartets

A unique feature of Taylor University is the interest which is shown in quartet singing by both men and women. Quartets are supervised by the Voice teacher so that excellent training in the smaller forms of ensemble singing is to be had in this way.

Choral Society

The Choral Society is an organization of nearly one hundred college students who are selected by voice tryouts at the beginning of the school year. Rehearsals are held weekly. Several Oratorios and choral programs are given each year under the direction of the Voice teacher.

Student Recitals

One of the most important incidental advantages of the School of Music is the weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions which they would not have time to study individually. The recitals also serve to develop in the students self-control and ease in public performance. Attendance is required of all students taking any form of music work.

It is a distinct understanding that any student who registers for any kind of music work, will take part in recitals when asked

to do so by the teacher. All Music students who are working for degrees must play in recitals once in the freshman year, and once each semester in the three following years.

REGULATIONS

Students are expected to consult the Director before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the Director of the Department. All students in piano or private work in voice, except those who have pianos in their own homes, are expected to take at least one practice period a day at the Music Hall. Students may not use the pianos beyond the specified time for which payment is made (except by special permission) and no use of the pianos is allowed on Sunday.

Students who expect credit in any field of applied music must have all lessons which are required for graduation from the head of the department of that particular field or fields.

Expenses

SCHOOL OF MUSIC

Rates per Semester on Private Instruction

PIANO

Collegiate Department

With Miss Bothwell

Two thirty minute lessons each week\$ 52.00
One thirty minute lesson each week 30.00

Children's Department

With Miss Miller

Two thirty minute lessons each week\$ 30.00
One thirty minute lesson each week 15.00

ORGAN

With Miss Bothwell

Two thirty minute lessons each week\$ 52.00
One thirty minute lesson each week 30.00

VOICE

With Mr. Kreiner

Two thirty minute lessons each week\$ 37.00
One thirty minute lesson each week 22.00
Class (groups of 5), thirty minute lessons each week,
per person 7.50

VIOLIN

With Mr. Fenstermacher

Two thirty minute lessons each week\$ 37.00
One thirty minute lesson each week 22.00

Other Rates

Class work per semester hour\$ 7.50
Piano Rental one hour per day per semester 4.50
Organ Rental—two hours or less, at the rate of 35c per hour and
three or more hours at the rate of 25c per hour. The small
Organ rate is 15c per hour for two hours or less and 10c per
hour for three or more hours.

School
of
Religion

Administration and Faculty

ROBERT LEE STUART, D.D., President
Lecturer on Practical Theology

JASPER ABRAHAM HUFFMAN, A.B., B.D., D.D., Dean
Professor of Biblical Literature and Exegesis

JAMES CHARBONNIER, A.M., B.D.
Professor of Bible and Theology

BURT W. AYRES, A.M., Ph.D.
Professor of Psychology of Religion and Philosophy

GEORGE T. OBORN, A.M., S.T.B., Ph.D.
Professor of Church History

J. ARTHUR HOWARD, A.B., A.M.
Professor of Sociology

ETHEL LENORE FOUST, A.M., M.R.E.
Assistant Professor of Religious Education

D. EARL IMLER, A.B., B.D.
Professor of Theology and Apologetics

WILBUR COOKMAN DENNIS, A.B., A.M.
Assistant Professor of Speech

OTHER INSTRUCTORS

Besides the above theological faculty, there are others of the Faculty of Taylor University who give courses which will be taken by students pursuing the Theological College Course.



SWALLOW-ROBIN DORMITORY FOR MEN
HOME OF SCHOOL OF RELIGION

Some Interesting Facts

Advantages

Taylor University School of Religion provides excellent courses, but, still more, has the good fortune to be able to offer these advantages in a very wholesome and attractive environment. The close relationship between the School of Religion and the University makes possible the training of the future ministers in the same atmosphere with the coming lay leaders. This is an ideal situation, orienting both groups into their future relationships.

Then, too, the practical work in which students may engage, such as campus service, Gospel Team work, jail, infirmary, shop and other meetings, provides a laboratory for personal experience.

Non-Sectarian

Taylor University, including all its departments, operating on the William Taylor Foundation, is Interdenominational. It is an institution devoted to the advancement of the Kingdom of God among the groups which look to it for its ministry. The School of Religion is open to students of all Christian Churches. As she shall be entrusted with the training of young men and women as workers in various denominations, it is professedly her purpose to attempt, under God, so to direct and train them, that they shall be able to return loyal to their own groups, better in body, mind and soul than when they came.

Realizing the importance of the proper solution of problems which arise in the minds of students in the process of training, the Dean will be glad to discuss, both with groups and individuals, their respective problems.

Non-Provincial

Judging from the registrations to the present and the increasing demand for theological work, the attendance will represent an increasingly wide area. Many of the states and perhaps several foreign lands will be represented by the student body of the School of Religion, annually.

No Isms Fostered

The School of Religion of Taylor University, as well as the entire Institution, confesses to being definitely committed to the cause of Evangelical Christianity, and to the Wesleyan interpretation, and emphasis of, the doctrine of grace. But there are no isms to be fostered. Extremes are discouraged, but a well rounded out Christian experience and training are idealized and sought.

Transcripts and Residence Requirements.

It is much preferred, and advantageous, that all subjects leading to any degree be pursued in Taylor University School of Religion. Recognizing the work of other Theological Schools, a transcript of graduate work done in such institutions as meet the

standards of Taylor University School of Religion will be accepted, up to two years, toward the Bachelor of Divinity degree, provided they harmonize with Taylor requirements.

Candidates for the Th. B. degree, except in pre-arranged instances, should be in residence two years, and students who plan to bring transcripts applicable to the degree should consult Taylor University School of Religion relative to pre-requisites.

The minimum residence requirement for any degree in Taylor University School of Religion is one year.

All work is done in classes. We do not offer any correspondence courses.

Courses and Credentials

Taylor University School of Religion is carefully conducted according to standards set by the American Association of Theological Schools, of which it is a member, making her credits of equal value with other recognized Seminaries and Divinity Schools.

Bachelor of Divinity Course. From the very beginning of Taylor University School of Religion, the ideal set for the training of Christian workers is that they secure a college education, including in it such subjects, required and elective, as will enrich them in their own religious experiences, and develop them in the direction of the thorough course of theological instruction, such as is provided in the Bachelor of Divinity curriculum. The course is the regular three year standard requirement, leading to the Bachelor of Divinity (B. D.) degree. The pre-requisite to the course is college graduation.

Ninety semester hours of work are required for the Bachelor of Divinity degree, as follows: Old Testament, twelve hours; New Testament, eighteen hours (twelve of which are to be in the Greek); Systematic and Biblical Theology, nine hours; Practical Theology, nine hours; Comparative Religion and Missions, nine hours; Church History, six hours; Religious Education, six hours; Biblical Archaeology, six hours. The rest may be elected from the curriculum.

An acceptable thesis written upon an approved subject, containing not less than ten thousand words, is also required. Three hours of credit are allowed for the thesis.

Master of Arts (in Theology). The degree of Master of Arts (in Theology) will be conferred upon such who have received the Th. B. degree, or have completed the work of the A. B. degree with a major of twenty-four semester hours in Biblical Literature and Religious Education, and who complete one year of carefully prescribed theological work on the graduate level. An acceptable thesis on an approved subject, of not less than ten thousand words, is required, for which three hours of credit are given.

Persons holding the Bachelor of Theology and the Master of Arts (in Theology) degree, who desire to pursue work toward the Bachelor of Divinity degree, will be expected to pursue such courses as the Committee on Credits may prescribe, in compensa-

tion for the college subjects not required for the Th. B. degree. In most cases this will require one year of prescribed college work and one more year of graduate theological work to complete the work of the Bachelor of Divinity degree. Persons holding the A. B. and Master of Arts (in Theology) degrees may complete the work for the Bachelor of Divinity degree by completing two more years of prescribed graduate theological work, with B. D. thesis.

Theological College Course. A four year course with High School graduation, or equivalent, same as entrance to the College of Liberal Arts, as the pre-requisite, leading to the Bachelor of Theology degree. In the freshman and sophomore years carefully selected college subjects are pursued, providing the very best foundation for theological work in the junior and senior years. The theological subjects for these upper years are partly in the graduate curriculum, requiring an exceptionally high type of work. In such instances, however, where Th. B. students recite with the B. D. group, certain requirements are made of the latter, not exacted of the former.

Although there has been included the very best in the Th. B. course which is possible in the combining of college and theological work in a combination course, it should be understood that the completion of the Th. B. course will not meet the pre-requisites for entrance to the University for graduate study, nor will it fully prepare the student to enter the Bachelor of Divinity course in the theological field, either in Taylor University School of Religion, or in any other standard divinity school or seminary. In most instances, two years of college work, prescribed by the Committee on Credits, and an additional year of graduate theological work will be required to complete the Bachelor of Divinity degree.

Special Students. Persons, desiring to do work as special students may enter such courses as they may elect, by permission from the Dean. Certificates will be issued for work taken.

EXPENSES

Tuition and Fees—Since those who prepare for the Christian ministry and missions are entering a sacrificial calling, and not a paid profession, the cost has been set at the lowest possible figure.

Bachelor of Divinity Course, per semester\$37.50
Bachelor of Theology Course, per semester\$75.00

(Half of the Bachelor of Theology tuition may be covered by "Good Will" scholarships available to worthy, full time students.)

For each semester hour less than twelve or more than fifteen the cost will be \$3.00.

Auditors may be admitted to courses by permission of the Dean, by paying a registration fee of \$2.50, and \$1.50 per semester hour.

A Diploma fee of \$13.50 will be charged each graduate, which fee also provides the Cap and Gown.

The incidental fee of \$10.00 is charged each student enrolled at the beginning of each semester. This incidental fee covers the

use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; physician's services; lyceum numbers; and first transcripts.

OPPORTUNITIES FOR SELF-HELP

Besides the Good Will Scholarships, available to full time Th. B. students, all other opportunities for self-help provided by Taylor University are open to students in the School of Religion. The following are included in the list:

1. Service Scholarships, ranging from \$25 to \$100 per year for work on campus and in buildings.
2. Saturday employment in the stores of nearby Marion and Hartford City, a regular system of auto service being arranged.
3. To ministers with sufficient experience a number of student pastorates are open. Such pastorates can only be secured after students are settled and personal contacts are made between minister and people.

Note: Application for Good Will Scholarship should be made to the Dean, Dr. J. A. Huffman. All applications for Service Scholarships or employment should be addressed to the University office. Blanks are provided for the purpose.

SPECIAL PROVISIONS FOR THEOLOGICAL STUDENTS

A number of small suites of rooms, suitable for light house-keeping, both furnished and unfurnished, are available to married students. Some of these are in the newly-remodeled Sammy Morris building, and others elsewhere.

The University office keeps a list of these for those who make inquiry. It is always advantageous to visit the campus, and select quarters in advance of the opening of school.

Board and Rooms—A complete detail of the cost of board and room may be found on pages 20 to 21. Rooms are also provided in Samuel Morris Hall for men who are registered in Taylor University School of Religion at \$36.00 per semester of eighteen weeks for a single room or \$27.00 for double room. Reservations may be secured by making a deposit of \$5.00. This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

Departments of Study

I. HEBREW AND OLD TESTAMENT LITERATURE

HISTORY

- 501—HISTORICAL INTRODUCTION 3 hours
First semester. —Three hours credit.
- 502—HISTORICAL INTRODUCTION 3 hours
Second Semester. —Three hours credit.
- 511—HISTORICAL INTRODUCTION 2 hours
First semester. —Two hours credit.
Omitted in 1937-38.
- 512—OLD TESTAMENT CANON 2 hours
Second semester. —Two hours credit.
Omitted in 1937-38.

LITERATURE

- 601—OLD TESTAMENT LITERATURE.
PENTATEUCH 3 hours
First semester. —Three hours credit.
Omitted in 1937-38.
- 602—OLD TESTAMENT LITERATURE.
POETIC BOOKS 3 hours
Second Semester. —Three hours credit.
Omitted in 1937-38.

PROPHECY

- 611—OLD TESTAMENT PROPHECY. THE MAJOR
PROPHETS; ISAIAH, JEREMIAH AND
EZEKIEL. 2 hours
First semester. —Two hours credit.
- 612—OLD TESTAMENT PROPHECY. THE MINOR
PROPHETS AND DANIEL. 2 hours
Second semester. —Two hours credit.

OLD TESTAMENT HEBREW

- 621-622—HEBREW OLD TESTAMENT.
(BEGINNER'S, GENESIS) 3 hours
First and Second Semester. —Three hours credit each.
- 701—HEBREW OLD TESTAMENT.
(HISTORY AND PSALMS) 2 hours
First semester. —Two hours credit.
Omitted in 1937-38.
- 702—HEBREW OLD TESTAMENT.
(HISTORY AND PROPHECY) 2 hours
Second semester. —Two hours credit.
Omitted in 1937-38.

II. NEW TESTAMENT LITERATURE

INTRODUCTION

- 501—ANTECEDENTS AND ENVIRONMENT OF
EARLY CHRISTIANITY 3 hours
First semester. —Three hours credit.
- 502—NEW TESTAMENT INTRODUCTION 3 hours
Second Semester. —Three hours credit.

ENGLISH NEW TESTAMENT

- 511—PAULINE EPISTLES 3 hours
First semester. —Three hours credit.
Omitted in 1937-38.
- 512—HEBREWS, GENERAL EPISTLES,
REVELATION 3 hours
Second Semester. —Three hours credit.
Omitted in 1937-38.

GREEK NEW TESTAMENT

- 521, 522—JOHANNEAN WRITINGS (GREEK) 3 hours
First and second semesters. —Three hours credit each.
- 601, 602—HARMONY OF GOSPELS, GENERAL EPISTLES
(GREEK) 3 hours
First and second semesters. —Three hours credit each.
Omitted in 1937-38.
- 701, 702—PAULINE EPISTLES (GREEK) 3 hours
First and second semesters. —Three hours credit each.

III. THEOLOGY AND APOLOGETICS

- 501-502—CHRISTIAN THEOLOGY (SYSTEMATIC
AND BIBLICAL) 3 hours
First and second semesters. —Three hours credit each.
- 511-512—HERMENEUTICS 2 hours
First and second semesters. —Two hours credit each.
Omitted in 1937-38.
- 521—PLENARY INSPIRATION—THE OLD AND
NEW TESTAMENT CANON 2 hours
First semester. —Two hours credit.
- 522—THE THEOLOGY OF CRISIS AND PRESENT
TRENDS IN RELIGIOUS BELIEF 2 hours
Second semester. —Two hours credit.
- 601-602—BIBLICAL ARCHAEOLOGY 3 hours
First and second semesters. —Three hours credit each.
Omitted in 1937-38.

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|---------------------------------------|---------|
| 611—BIBLICAL MESSIANISM | 2 hours |
| First semester. —Two hours credit. | |
| 612—NEW TESTAMENT THEOLOGY | 2 hours |
| Second semester. —Two hours credit. | |
| 701—CHRISTIAN EVIDENCES | 3 hours |
| First semester. —Three hours credit. | |
| 702—CHRISTIAN ETHICS | 3 hours |
| Second Semester. —Three hours credit. | |

IV. CHURCH HISTORY

| | |
|---|---------|
| 501—HISTORY OF THE CHRISTIAN CHURCH TO THE REFORMATION | 3 hours |
| First semester. —Three hours credit. | |
| Omitted in 1937-38. | |
| 502—THE PROTESTANT REFORMATION | 3 hours |
| Second Semester. —Three hours credit. | |
| Omitted in 1937-38. | |
| 601—MODERN CHRISTIANITY | 3 hours |
| First semester. —Three hours credit. | |
| 602—HISTORY OF CHRISTIAN DOCTRINE | 3 hours |
| Second Semester. —Three hours credit. | |

V. PRACTICAL THEOLOGY

| | |
|---|---------|
| 501-502—HOMILETICS | 3 hours |
| First and second semesters. —Three hours credit each. | |
| Omitted in 1937-38. | |
| 601—RURAL CHURCH PROBLEMS | 2 hours |
| First semester. —Two hours credit. | |
| 602—CHURCH ADMINISTRATION | 2 hours |
| Second semester. —Two hours credit. | |
| 701—PASTORAL CARE | 2 hours |
| First semester. —Two hours credit. | |
| Omitted in 1937-38. | |
| 702—MINISTERIAL PSYCHOLOGY | 2 hours |
| Second semester. —Two hours credit. | |
| Omitted in 1937-38. | |
| 101-102—FUNDAMENTALS OF SPEECH | 2 hours |
| First and second semesters. —Two hours credit each. | |

VI. COMPARATIVE RELIGION AND MISSIONS

- 501—THE ORIGIN OF RELIGION 2 hours
First semester. —Two hours credit.
- 502—THE HISTORY OF RELIGIONS 2 hours
Second semester. —Two hours credit.
- 601—HISTORY OF CHRISTIAN MISSIONS 3 hours
First semester. —Three hours credit.
Omitted in 1937-38.
- 602—MISSION PRINCIPLES AND METHODS 3 hours
Second Semester. —Three hours credit.
Omitted in 1937-38.

VII. RELIGIOUS EDUCATION

- SOCIOLOGY 101-102—Introduction to Society 2 hours
First and second semesters. —Two hours credit each.
Prerequisite to courses 411 and 412.
- PSYCHOLOGY 201-202—Elementary Psychology 2 hours
First and second semesters. —Two hours credit each.
Prerequisite to all other courses in Psychology
- RELIGIOUS EDUCATION 311—Principles and Methods of Religious Education 2 hours
First semester. —Two hours credit.
Omitted in 1937-38.
- RELIGIOUS EDUCATION 432—Organization and Administration of Religious Education 2 hours
Second semester. —Two hours credit.
Omitted in 1937-38.
- PSYCHOLOGY 331—Child Psychology 2 hours
First semester. —Two hours credit.
- PSYCHOLOGY 332—Adolescent Psychology 2 hours
Second semester. —Two hours credit.
- PHILOSOPHY 401—Psychology of Religion 3 hours
First semester. —Three hours credit.
Prerequisite, Psychology 201-202.
- PHILOSOPHY 402—Philosophy of Religion 3 hours
Second Semester. —Three hours credit.
Prerequisite, Philosophy 401.
- SOCIOLOGY 411—The Family 3 hours
First semester. —Three hours credit.
Omitted in 1937-38.
- SOCIOLOGY 412—Child Welfare 3 hours
Second semester. —Three hours credit.
Omitted in 1937-38.

Note: For full description of all theological courses as listed above, see Taylor University School of Religion Catalog.

NOTES ON THEOLOGICAL COLLEGE COURSE

The Theological College course is a combination of the regular course in theology and college subjects, so unified as to provide the best possible equipment for Christian work in the ministry or other fields within the period of four years.

General and Applied Sociology Courses 101-102, and 411 and 412 may be substituted for General and Applied Psychology.

Description of all theological subjects will be found in the School of Religion Catalogue. Description of purely college subjects will be found in the University Catalogue. Where no number is given, there is a choice between two or more courses in the particular department.

Physical Education is required in the Freshman and Sophomore years, but no academic credit is given.

The requirements made of graduate theological students are above those made of theological college students taking theological courses, in classes where both meet together.

Students who cannot pursue the music work required in the course, because of lack of pre-requisites, or who are not interested in music, will consult with the Dean, who will substitute other work for the music requirement.

The Greek prescribed for the freshman year will be beginner's Greek, except in the event the student has had beginner's Greek, in which case he will be assigned to the class in New Testament exegesis.

We advise that all subjects be pursued in order listed.

Theological College Course

Freshman Year

| | |
|-------------------------------------|---------|
| English 101-102 | 3 hours |
| Beginner's Greek 101-102 | 4 hours |
| College History | 3 hours |
| New Testament 111, 112 | 3 hours |
| Fundamentals of Speech 101-102 | 2 hours |
| Physical Education | |

 15

Sophomore Year

| | |
|-----------------------------------|---------|
| Literature 211, 212 | 3 hours |
| Greek New Testament 321-322 | 3 hours |
| Science | 5 hours |
| General Psychology 201-202 | 2 hours |
| Church Music 351-352 | 2 hours |
| Physical Education | |

 15

Junior Year

| | |
|---------------------------------------|---------|
| Homiletics Prac. Theo. 501-502 | 3 hours |
| Theology 501-502 | 3 hours |
| Church History 501-502..... | 3 hours |
| Old Testament or | |
| Biblical Survey 211, 212 | 3 hours |
| Christian Evidences and | |
| Christian Ethics Theo. 701, 702 | 3 hours |

 15

Senior Year

| | |
|--|---------|
| Hermeneutics Theo. 511-512 | 2 hours |
| Old Testament | 3 hours |
| Origin of Religion and | |
| History of Religion, Comp. Rel. 501, 502 | 2 hours |
| History and Methods of | |
| Mission, Comp. Rel. 601, 602 | 3 hours |
| Biblical Archaeology Theo. 601-602 .. | 3 hours |
| Applied Psychology 301, 302 | 3 hours |

 16

Bequests and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an earthly immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

President Thwing.

Taylor University is doing such an effective piece of Christian Education that it is appealing to many friends as a place where enduring investments can be made. On account of the high scholastic work done at Taylor University, coupled with a blessed, sane, spiritual life many friends have been putting their funds into Taylor University. What more enduring memorial could you have than by helping to continue the work of a college that has Christian laymen, missionaries and preachers circling the globe today? A memorial scholarship or certain memorial buildings that are needed can be built as an enduring memorial to some dear friend or relative.

For those persons who may have any such memorials in mind, these suggested forms are given:

Legal Forms of Bequest

Absolute Bequest: I give (devise) and bequeath to Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum of dollars (or otherwise describe the gift) for its general corporate purposes (or name a particular corporate purpose).

Testamentary Trust—Bank or Trust Company, Trustee: In pursuance of the resolution and declaration of trust known as The Uniform Trust for Public Uses adopted by the (Here insert the name of the bank or trust company to act as trustees) on the day of19.... (The correct date must be inserted) and upon the terms and conditions therein expressed I give (devise) and bequeath to said William Taylor Foundation of Grant County, Upland, Indiana, and its successors forever the sum ofdollars (or otherwise describe the gift) to be held and administered as a charitable trust (If desired add in memory of, to endow a chair, or to build a new library, or to build some other building by whose name the fund shall be known) to collect and pay over or apply the income arising therefrom to the use of Taylor University of The William Taylor Foundation of Grant County, Upland, Indiana, for the general corporate purposes (or name a particular corporate purpose).

Student Roll

1936-1937

GRADUATE STUDENTS

| | | | |
|-----------------------|-----------|-----------------------|---------|
| Anderson, Park | Iowa | Stockman, Elmer | Kansas |
| Persons, Milton | Minnesota | Tinkle, Lula | Indiana |

SENIORS

| | | | |
|------------------------------|--------------|---------------------------|--------------|
| Aldridge, Owen | New York | MacKellar, Marjorie | Michigan |
| Baker, Esther | Indiana | Miller, Chester | Kansas |
| Ballard, Roy | New York | Miller, Jack | New York |
| Bloss, Hazel | Michigan | Phillips, Marion | New York |
| Brenaman, Mary | Ohio | Pippert, Leslie | Iowa |
| Catlin, Aileen | New York | Rarick, Carl | Indiana |
| Clapsaddle, Gerald | Ohio | Royster, Virginia | Indiana |
| DeWeerd, James | Indiana | Shaffer, Leon | Indiana |
| DeWolfe, Crosby | New Jersey | Shupe, Theatta | Michigan |
| Fields, Charles | Indiana | Sommer, Lester | Indiana |
| Fields, Mabel | Indiana | Steedman, Garfield | New York |
| Haines, Perry | Pennsylvania | Steele, Clayton | Connecticut |
| Hall, Grace | Pennsylvania | Stephenson, Paul | Indiana |
| Hamann, Cecil | New York | VanWinkle, Delpha | Ohio |
| Hamm, Clarence | Indiana | Vayhinger, John | Ohio |
| Hawkins, Crystal | Indiana | Walters, Leroy | Pennsylvania |
| Holder, Norman | Pennsylvania | Washmuth, Leonard | Indiana |
| Hunter, Alfred | Indiana | Weller, Ruth | Indiana |
| Jerome, Norman | New York | White, Ellsworth | Ohio |
| Keith, Karl | Indiana | Wittlinger, Carlton | New York |
| Kimbel, Joseph | Ohio | York, Ethel | New York |
| Lautenschlager, Robert | Ohio | Yunker, Robert | Indiana |

JUNIORS

| | | | |
|---------------------------|--------------|-------------------------|--------------|
| Alspaugh, Emma | Indiana | Mumma, Donald | Ohio |
| Bell, Clarice | New York | Myers, Clair | Ohio |
| Black, Lewis | Indiana | Myers, Mary | Ohio |
| Butterworth, Marion | New York | Pask, Arlene | New York |
| Butz, Hazel | South Dakota | Patton, Luther | New York |
| Chappell, Catherine | Florida | Randall, Walter | Pennsylvania |
| Cline, Virginia | Indiana | Reppert, Carl | Indiana |
| Compton, Hazel | Indiana | Scea, Wallace | North Dakota |
| Dahlstrand, Arthur | Pennsylvania | Scobee, John | New York |
| Engstrom, Theodore | Ohio | Sharp, Thelma | Indiana |
| Garringer, Charles | Indiana | Smith, Dorothy | New York |
| Gerber, Virgil | Indiana | Smith, Hazel | Indiana |
| Grile, Vergie | Indiana | Sobel, Ruth | Indiana |
| Haines, Robert | Pennsylvania | Stuart, Paul | Indiana |
| Halfast, Richard | Pennsylvania | Sutch, Muriel | Ohio |
| Hart, Earle | Indiana | Sutton, Glenber | Indiana |
| Helm, Loran | Indiana | Trefz, Margaret | Ohio |
| Hershey, John | Ohio | Uphold, William | Illinois |
| Knight, Lois | Indiana | Weaver, Dorothy | Ohio |
| Kruschwitz, Lucille | Michigan | Wheeler, Rebecca | Indiana |
| Macy, Mildred | Indiana | Wolgemuth, Samuel | Pennsylvania |
| Matthew, Marion | Kansas | | |

SOPHOMORES

| | | | |
|-------------------------|----------|----------------------|----------|
| Alspaugh, James | Indiana | Barnes, Donald | Indiana |
| Anderson, Ruth | Iowa | Baxter, Isabel | Indiana |
| Arms, Opal | Iowa | Bergwall, Evan | New York |
| Armstrong, Edward | New York | Blake, Nellie | Indiana |

STUDENT ROLL

109

| | | | |
|----------------------------|--------------|---------------------------|---------------|
| Bower, Lloyd | Indiana | Lucas, Marshall | New York |
| Briggs, Arland | Pennsylvania | Lucas, Mary | New York |
| Butz, Alice | South Dakota | McCallian, Wilma | Indiana |
| Clarke, Ethel | Indiana | McKee, Doris | Indiana |
| Cooke, Ruth | New York | Miles, John | Michigan |
| Cox, Sebra | Indiana | Miller, Harold, | Indiana |
| Crandall, Dorotha | Indiana | Nysewander, Roberta | Indiana |
| Dillon, Ralph | Indiana | Page, Ella Mae | Indiana |
| Doyle, Thomas | Michigan | Persons, Cyril | Minnesota |
| Duckwall, Anne | Indiana | Persons, Edith | Minnesota |
| Gage, Davis | New York | Powell, John | Indiana |
| Grier, Dorothy | Kansas | Ridgway, Alton | Indiana |
| Haley, Richard | Indiana | Riley, Gerald | Kansas |
| Hewitt, George | New York | Scheel, Geraldine | Michigan |
| Holcombe, Alice | Ohio | Shaffer, Mary | Indiana |
| Holloway, Francis | Indiana | Slade, Geoffrey | Pennsylvania |
| Hoogenakker, Harriet | South Dakota | Sluyter, Margaret | Pennsylvania |
| Horsfall, Stanley | Michigan | Smethurst, Gilbert | Massachusetts |
| Houk, Leroy | Indiana | Smith, Logan | Indiana |
| Hubner, Marcella | Indiana | Sobel, Paul | Indiana |
| Hunt, Robert | South Dakota | Van Loon, Orrin | Michigan |
| Imler, Ruth | Indiana | Warner, Marjorie | Indiana |
| Jackson, Robert | Ohio | Welch, Marshall | Kentucky |
| Jones, John Paul | Indiana | White, Lydia | Pennsylvania |
| Jones, Stanley | New York | Wilburn, Robert | Indiana |
| Livezey, Merrill | Indiana | | |

FRESHMEN

| | | | |
|-----------------------------|--------------|------------------------------|--------------|
| Bell, James | Indiana | Knight, Dorothy | Indiana |
| Bentley, Mary | Florida | Ladd, Josephine | Indiana |
| Blake, Melvin | Indiana | Lanman, Harold | Maryland |
| Bradley, Jean | Michigan | Leeman, Martha | Indiana |
| Brown, Carol | Wisconsin | Lehman, Olin | Indiana |
| Brown, Doris | Michigan | Leigh, Howard | Illinois |
| Buchwalter, Omar | Pennsylvania | Lewis, Ruth | Ohio |
| Bunner, Virginia | Indiana | Longnecker, Virginia | Iowa |
| Campbell, Paul | New York | Macy, Kathleen | Indiana |
| Carpenter, George | Pennsylvania | Magsig, Lewis | Ohio |
| Chilcote, Thomas | Pennsylvania | Martin, Gerald | Indiana |
| Clark, Deleta | Indiana | McClarnon, Edwin | Indiana |
| Clevenger, Alta | Indiana | McDonald, Gordon | Indiana |
| Cornell, Leslie | New York | McLennan, Ross | Michigan |
| Cummings, Ralph | Nebraska | McTaggart, Wilson | New York |
| Danberry, Charles | New Jersey | McWee, Edith | Pennsylvania |
| Davis, Harriet | New York | Moore, Monzelle | Indiana |
| Davis, Martha | Indiana | Morlock, Robert | Indiana |
| Dillon, Clinton | Michigan | Morrow, Lorenz | Pennsylvania |
| Dodge, Frederick | Connecticut | Mumby, Pauline | Michigan |
| Driscoll, William | New York | Murphy, George | Michigan |
| Dryden, Willard | South Dakota | Nagel, George | Pennsylvania |
| Duffie, Monroe | New York | Neuenschwander, Arthur | Indiana |
| Dunkelberger, Lois | Kansas | Niebel, Gwendolyn | New York |
| Eastburg, Gerald | Indiana | Null, Virginia | Indiana |
| Foncannon, John | Kansas | Nysewander, Evelyn | Indiana |
| Foulke, Kenneth | Indiana | Page, Wallace | New York |
| Foust, Donovan | Indiana | Parkening, Evan | South Dakota |
| Fox, Larkin | Ohio | Parris, Nellie | Indiana |
| Grile, Ernestine | Indiana | Pask, Ernestine | New York |
| Haddock, Josephine | Indiana | Peters, Teuntje | New York |
| Hanawalt, Joseph | Indiana | Pettit, George | New York |
| Harned, Emmet | Kentucky | Prosser, Ruth | Michigan |
| Harris, Leone | Delaware | Riley, Marvin | Kansas |
| Hartman, Alfred | South Dakota | Roethler, Lawrence | Iowa |
| Hollingsworth, Robert | Indiana | Rose, Robert | Indiana |
| Jackson, Winifred | Pennsylvania | Rosbach, LuVerne | Michigan |
| Johnson, Ruth | Pennsylvania | Rost, Janet | New York |
| Kashner, Gordon | Pennsylvania | Sanderson, Bertha | New York |
| Keller, Roy | Indiana | Sangrey, Abram | Pennsylvania |
| Kilbourne, Dean | Michigan | Scea, Dorothy | North Dakota |

Schultz, Jessie Indiana
 Shields, Wilma Ohio
 Shupe, Lovina Michigan
 Skelton, Franklin New York
 Skinner, Lavern Indiana
 Slemmon, Solomon Indiana
 Small, Elfeen Indiana
 Smith, Evelyn Indiana
 Snyder, Nora Minnesota
 Southern, Jean Ohio
 Spear, Sherman New York
 Stephens, Margaret Pennsylvania

Stephens, Miriam Pennsylvania
 Stephenson, Sadie Indiana
 Stoddard, Mary Michigan
 Strong, Arnold Pennsylvania
 Strong, Wallace Nebraska
 Ward, Joseph New Jersey
 Warner, John Iowa
 Weed, Maxine Ohio
 Wildermuth, Edith Indiana
 Wuest, Etta South Dakota
 Yeater, Wayne Indiana
 Young, Mary Indiana

UNCLASSIFIED

Bragan, Murray Alabama
 Byrt, Charles Indiana
 Charbonnier, Edith Indiana
 Cox, Lena Indiana

Miller, Edna Kansas
 Snyder, Virgil Alberta, Canada
 Stanley, Lois Indiana

MUSIC

Bloss, Hazel Michigan
 Bradley, Jean Michigan
 Briggs, Arland Pennsylvania
 Broyles, Phil Indiana
 Burroughs, Robert Indiana
 Byrt, Naomi Indiana
 Byrt, Nelma Indiana
 Charbonnier, Edith Indiana
 Cooke, Ruth New York
 Cummings, Ralph Nebraska
 Deeren, Martha Indiana
 DeWolfe, Crosby New Jersey
 Dodge, Frederick Connecticut
 Duckwall, Leta Indiana
 Duckwall, Milan Indiana
 Duncan, Dorothy Indiana
 Eastburg, Gerald Indiana
 Fenstermacher, Dorothy ... Indiana
 Fenstermacher, Robert Indiana
 Foncannon, John Kansas
 Foulke, Kenneth Indiana
 Gage, Davis New York
 Gerber, Virgil Indiana
 Grier, Dorothy Kansas
 Grile, Byrdie Indiana
 Grile, Gerald Indiana
 Grile, Glendora Indiana
 Hambidge, Wilma Indiana
 Hartman, Alfred South Dakota
 Hewitt, George New York
 Holcombe, Alice Ohio
 Hoogenakker, Harriet..South Dakota
 Houk, Catherine Indiana
 Hubner, Marcella Indiana
 Hunter, Irene Indiana
 Imler, Martha Indiana
 Imler, William Indiana
 Jackson, Robert Ohio
 Jones, John Paul Indiana
 Kashner, Gordon Pennsylvania
 Kimbel, Joseph Ohio
 Knight, Naomi Indiana
 Lanman, Harold Maryland
 Lautenschlager, Robert Ohio
 Lewis, Ruth Ohio
 Macy, Kathleen Indiana

Macy, Mildred Indiana
 Martin, Gerald Indiana
 McLennan, Ross Michigan
 McWee, Edith Pennsylvania
 Miller, Harold Indiana
 Moore, Monzelle Indiana
 Mumby, Pauline Michigan
 Myers, Clair Ohio
 Nelson, Donna Indiana
 Nelson, Maxine Indiana
 Neuenschwander, Arthur ... Indiana
 Nysewander, Roberta Indiana
 Oborn, Robert Indiana
 Page, Wallace New York
 Patton, Luther New York
 Persons, Cyril Minnesota
 Persons, Edith Minnesota
 Pettit, George New York
 Pogue, Carolyn Indiana
 Raymonde, Jean Indiana
 Reppert, Carl Indiana
 Reynolds, Martha Indiana
 Rose, Robert Indiana
 Rose, Thora Indiana
 Royster, Virginia Indiana
 Sanderson, Bertha New York
 Smith, Dorothy New York
 Smith, Mrs. Logan Indiana
 Sobel, Ruth Indiana
 Stanley, Lois Indiana
 Stephens, Margaret ... Pennsylvania
 Stuart, Josephine Indiana
 Stuart, Paul Indiana
 Sutton, Glenber Indiana
 Tinkle, David Indiana
 Tinkle, Helen Indiana
 Trefz, Margaret Ohio
 Walters, Leroy Pennsylvania
 Washmuth, Mary Indiana
 Weaver, Dorothy Ohio
 Weed, Maxine Ohio
 Wheeler, Rebecca Indiana
 Yeater, Bertha Indiana
 Yeater, Eleanor Indiana
 Yeater, Harold Indiana

SUMMARY

| | | | |
|-------------------------|-----|-----------------------------------|----|
| Graduate Students | 4 | Unclassified | 7 |
| Seniors | 44 | Music | 91 |
| Juniors | 43 | States represented | 21 |
| Sophomores | 59 | Foreign countries represented ... | 1 |
| Freshmen | 106 | | |

ENROLLMENT BY STATES AND COUNTRIES

| | | | |
|---------------------|-----|--------------------|----|
| Alabama | 1 | Michigan | 20 |
| Connecticut | 2 | Minnesota | 4 |
| Delaware | 1 | Nebraska | 2 |
| Florida | 2 | New Jersey | 3 |
| Illinois | 2 | New York | 39 |
| Indiana | 140 | North Dakota | 2 |
| Iowa | 7 | Ohio | 23 |
| Kansas | 9 | Pennsylvania | 26 |
| Kentucky | 2 | South Dakota | 8 |
| Maryland | 1 | Wisconsin | 1 |
| Massachusetts | 1 | Canada | 1 |

ONE MONTH SPECIAL BIBLE COURSES

| | | | |
|------------------------|----------|-------------------------|---------|
| Eastburg, Ruth | Indiana | Huffman, D. Paul | Ohio |
| Hamm, Mildred | Indiana | Johnson, Robert J. | Indiana |
| Hewitt, Samuel A. | New York | Lighty, Delbert M. | Indiana |

Wills and Memorials

Whenever you are planning to leave certain amounts to Taylor University, whether for memorial buildings, scholarship, or whatever purpose you may have in mind, the following items should be in this document:

FIRST, use the following designation: "I give, devise, and bequeath to Taylor University of The William Taylor Foundation, a corporation organized and existing under the laws of Indiana, with its office and place of business at Upland, Grant County, State of Indiana."

ITEM 2: Be sure to describe accurately how you want the fund used. If it is a memorial library, or memorial scholarship fund, make your description specific as to the use of this fund.

ITEM 3: "I designate the President of Taylor University and the President of The William Taylor Foundation as the executors of my estate, giving to them the full right to sell any real estate, and any of the personal property, which may be included in said devise or bequest, at the death of the donor, and reinvest the proceeds thereof in the establishment of said Fund, all without any order of any court whatsoever."

If you have been thinking about making your will, do it now. Many put it off too long. Taylor welcomes any questions you may have in mind relative to any wills or memorials.

For complete information or personal conference, write to the

PRESIDENT'S OFFICE,
TAYLOR UNIVERSITY,
UPLAND, INDIANA